DOCUMENT RESUME

ED 169 909 IR 007 182

TITLE	School Library Resources, Textbooks, and Other Instructional Materials: Title II, ESEA. Third Annual Report, 1968.
INSTITUTION	Office of Education (DHEW), Washington, D.C.
PUB DATE	71
NOTE	105p.; Some tables are minimally legible due to small print size; Appendix not included; For related documents, see IR 007 166-171, IR 007 180-183 and ED 086 215
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.220:20108-68)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Educational Programs; Elementary Secondary Education; Expenditures; *Federal Programs; Grants; Handicapped Children; *Instructional Materials; *Library Materials; Program Coordination; School Libraries; Staff Improvement; Standards; State Programs; Tables (Data); Textbooks
IDENTIFIERS	*Elementary Secondary Education Act Title II

ABSTRACT

The third annual compilation and analysis of data on Title II of the Elementary and Secondary Education Act (ESEA Title II), this report describes how the 50 states, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands, and the Bureau of Indian Affairs of the U.S. Department of the Interior utilized Title II funds in FY 1968 for the improvement of educational quality and opportunity through increased school library resources, textbooks, and other instructional materials. It consists of three parts: (1) a financial report, showing expenditures by category; (2) a statistical report, providing data on personnel of the state education agencies and the Bureau of Indian Affairs, children and teachers participating in the Title II program, and materials acquired; and (3) a narrative report, summarizing and evaluating the program, describing achievements made possible by the program, and identifying problems. In addition, some supplementary data obtained from 30 states on special-purpose grants projects funded under ESEA Title II are included. (Author/JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169909

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THIRD ANNUAL REPORT

FISCAL YEAR 1968

TITLE II

ELEMENTARY

AND SECONDARY

EDUCATION ACT OF 1965

SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS

1971

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, Secretary

Office of Education
S. P. Marland, Jr., Commissioner

IR000182

Printed 1971
Reprinted 1972

Superintendent of Documents Catalog No. HE 5.220:20108-68

U.S. GOVERNMENT PRINTING OFFICE

WASHINGTON: 1971

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price $1

CONTENTS

		Page
I.	INTRODUCTION	1
	Participation	2
	Expenditure of Funds	3
	Categories of Instructional Materials Made Available	3
	State and Local Educational Programs Strengthened	4
II.	PARTICIPATION IN THE ESEA TITLE II PROGRAM	7
	Approved Plans	7
	Program Participation - Children and Teachers	7
	Expenditure of Funds	11
	State Personnel Assigned to Title II Programs	15
III.	CATEGORIES OF ACQUISITIONS UNDER ESEA TITLE II	19
	School Library Resources	19
	Textbooks	28
	Other Instructional Materials	28
	Ordering, Processing, Cataloging, and Delivering	29
IV.	STATE PROGRAMS FOR THE STRENGTHENING OF INSTRUCTION THROUGH IMPROVED RESOURCES AND SERVICES	31
	Improvement of School Library Resources	31
	Maintaining and Increasing Effort	36
	School Library Resources - State and Local Funds Expended	36
	School Library Resources - Private School Funds Expended	40
	Textbooks - State, Local, and Private School Effort	41
	Other Instructional Materials - State, Local, and Private School Effort	42
	Standards for Instructional Materials	43
	Coordination	46
	Staff Development	50
	Services to Handicapped Children and Their Teachers	53
V.	SPECIAL-PURPOSE GRANTS PROGRAM IN 30 STATES	57
	How the Funds Were Spent	59
	Arts and Humanities	61
	Minority Groups in American History and Culture	62
	Vocational Education	63
	Staff Development	65
	Pupil Personnel Services	67
	Cultural or Linguistic Needs of Children and Teachers	68
	Disadvantaged Children and Children in Inner-City Schools	70
	Early Childhood Education	71
	Influence of Special-Purpose Grants Projects on Instructional Programs and Practices	73

CONTENTS - Continued

	Page
VI. BENEFITS UNDER ESEA TITLE II TO CHILDREN AND TEACHERS IN ELEMENTARY AND SECONDARY SCHOOLS OPERATED FOR INDIAN CHILDREN BY THE DEPARTMENT OF THE INTERIOR	77
VII. THE STATES REPORT	83
APPENDIX: Supplementary Data on Numbers, Cost, Types of Audiovisual Materials Acquired under ESEA Title II Programs, Fiscal Year 1968, by Category and Educational Level	97

TABLES

		Page
1.	Total Number of Eligible and Participating Elementary and Secondary Public School Children and Participating Public School Teachers in ESEA Title II Programs, Fiscal Year 1968, by State or Outlying Area	8
2.	Total Number of Eligible and Participating Elementary and Secondary Private School Children and Participating Private School Teachers in ESEA Title II Programs, Fiscal Year 1968, by State or Outlying Area	9
3.	Total Number of Eligible and Participating Children in ESEA Title II Programs, Fiscal Years 1966, 1967, and 1968, by Educational Level and Type of School	10
4.	Funds Available and Funds Expended for Acquisitions and State Administration and Percent of Total Expended for Administration under ESEA Title II, Fiscal Year 1968, by State or Outlying Area	12
5.	Funds Available and Funds Expended for Acquisitions and State Administration under ESEA Title II Programs, Fiscal Years 1966, 1967, and 1968	14
6.	Number of State Department of Education Personnel Assigned to ESEA Title II Programs in Full-Time Equivalents, Fiscal Years 1966, 1967, and 1968	16
7.	Number and Cost of School Library Resources, Textbooks, and Other Instructional Materials Acquired for Loan to Children and Teachers in Public and Private Schools under ESEA Title II Programs, Fiscal Year 1968	20
8.	Number and Cost of School Library Resources, Textbooks, and Other Instructional Materials Acquired for Loan to Children and Teachers, and Costs of Ordering, Processing, Cataloging, and Delivering Materials, under ESEA Title II Programs, Fiscal Year 1968, by State or Outlying Area	21
9.	Number and Cost of School Library Resources, Textbooks, and Other Instructional Materials Acquired for Loan to Children and Teachers in Public and Private Schools, under ESEA Title II, Fiscal Years 1966, 1967, and 1968, by Educational Level and Type of School	22

TABLES - Continued

		Page
10.	Number and Cost of Books Loaned to Children and Teachers, by Educational Level and Category of Instructional Materials, under ESEA Title II Programs, Fiscal Year 1968	24
11.	Number and Cost of Audiovisual Materials Loaned to Children and Teachers, by Educational Level and Category of Instructional Materials, under ESEA Title II Programs, Fiscal Year 1968	25
12.	Number and Cost of Audiovisual Materials Acquired for Loan to Children and Teachers in Public and Private Schools, under ESEA Title II Programs, Fiscal Years 1966, 1967, and 1968	26
13.	Number of New Elementary and Secondary Public School Libraries Established and Number of Pupils Served by These Libraries; Number of Existing Public School Libraries Expanded as a Result of ESEA Title II Programs, Fiscal Year 1968, by Educational Level and State or Outlying Area	32
14.	Number of New Public School Libraries Established and Number of Pupils Served by These Libraries; Number of Existing Public School Libraries Expanded, Fiscal Years 1966, 1967, and 1968, by Educational Level	34
15.	State and Local Expenditures for School Library Resources, Textbooks, and Other Instructional Materials, by State or Outlying Area and Educational Level, Fiscal Year 1968	37
16.	Private School Expenditures for School Library Resources, Textbooks, and Other Instructional Materials, by State or Outlying Area and Educational Level, Fiscal Year 1968	38
17.	ESEA Title II, Special-Purpose Grants at a Glance	58
18.	Total Number and Cost of Books and Audiovisual Materials Loaned as School Library Resources and Other Instructional Materials under ESEA Title II Programs, to Children and Teachers in Schools Operated for Indian Children by the Department of the Interior, Fiscal Years 1967 and 1968	79
19.	Number and Total Cost of Audiovisual Materials Loaned to Children and Teachers in Schools Operated for Indian Children by the Department of the Interior, under ESEA Title II Programs, Fiscal Years 1967 and 1968	80

TABLES - Continued

Page

APPENDIX

A. Number and Total Cost of Audiovisual Materials Loaned to Elementary School Children and Teachers as School Library Resources, by State or Outlying Area, under ESEA Title II, Fiscal Year 1968 98

B. Number and Total Cost of Audiovisual Materials Loaned to Elementary School Children and Teachers as Other Instructional Materials, by State or Outlying Area, under ESEA Title II Programs, Fiscal Year 1968 99

C. Number and Total Cost of Audiovisual Materials Loaned to Secondary School Children and Teachers as School Library Resources, by State or Outlying Area, under ESEA Title II Programs, Fiscal Year 1968 100

D. Number and Total Cost of Audiovisual Materials Loaned to Secondary School Children and Teachers as Other Instructional Materials, by State or Outlying Area, under ESEA Title II Programs, Fiscal Year 1968 101

I. INTRODUCTION

Title II of the Elementary and Secondary Education Act provides direct Federal assistance for the acquisition of school library resources, textbooks, and other instructional materials for the use of children and teachers in public and private elementary and secondary schools. This report is the third annual compilation and analysis of data on the program.

The report describes how the 50 States, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands, and the Bureau of Indian Affairs of the U.S. Department of the Interior utilized their Title II funds in fiscal year 1968 for the improvement of educational quality and opportunity through increased use of the materials made available thereby.

Data in the report are derived from annual reports which were submitted to the U.S. Office of Education by State departments of education, the outlying areas, and the Bureau of Indian Affairs following the close of fiscal year 1968. The annual report consists of three parts:

The Financial Report shows expenditures in the various categories during the fiscal year.

The Statistical Report provides data on personnel of the State education agencies and the Bureau of Indian Affairs, children and teachers participating in the Title II program, and materials acquired. These data

show program accomplishments and the degree of need for continuing financial support.

The Narrative Report summarizes and evaluates the program, describing achievements made possible through Title II, and identifying problems.

In addition, some supplementary data were obtained from 30 States on the special-purpose grants projects funded under ESEA Title II, and included in this report. The reporting forms were included in the appendix of the Second Annual Report.[1/] Some of the highlights of the program follow.

Participation

1. An aggregate of 45.3 million public and private elementary and secondary school children, including 50,178 Indian children enrolled in the elementary and secondary schools conducted by the Bureau of Indian Affairs, and 1.9 million teachers participated in the Title II program in fiscal year 1968. This is an increase of 682,541 pupils over fiscal year 1967 in number of public and private elementary children and public secondary children participating; the increase in Indian children is about 3,000. There was a slight decrease in number of participating private secondary school children.

1/ U.S. Department of Health, Education, and Welfare, Office of Education. Second Annual Report, Fiscal Year 1967, Title II, Elementary and Secondary Education Act of 1965: School Library Resources, Textbooks and Other Instructional Materials. Washington: U.S. Government Printing Office 1968. pp. 71-78.

2. This means that of the 49.2 million public and private school pupils eligible to participate in the ESEA Title II program in fiscal year 1968, 45.3 million or about 92 percent actually did participate.

Expenditure of Funds

1. Of the $99.2 million appropriated, the total reported expenditure was $98.4 million, or more than 99 percent of the total amount made available.

2. For acquisitions of instructional materials under approved projects in all categories, State departments of education reported an expenditure of $94 million.

3. Expenditure of $5.5 million was reported for ordering, processing, cataloging, and delivering services, or about 23 cents per item.

4. The amount reported for State administration is $4.4 million.

Categories of Instructional Materials Made Available

1. The States continued in fiscal year 1968 to give priority to school library resources; the expenditure for these increased; the amount spent for other textbooks and instructional materials decreased from the preceding year.[2/]

2/ "School library resources" are books, periodicals, documents, pamphlets, photographs, reproductions, pictorial or graphic works, music scores, maps, charts, globes, sound recordings on disc or tape, transparencies, films, tapes, or any other printed and published or audiovisual material processed and organized for use of school pupils and teachers. "Other instructional materials" are the same resources but are not processed and organized.

3. About $3.5 million went for other instructional materials, about 4.4 percent of the total amount expended for materials.

4. Textbooks accounted for 2 percent of the amount expended for materials, about $2.1 million.

5. For books in all categories, including textbooks, the outlay reported represents almost 70 percent of the total amount spent for materials in all categories.

6. Audiovisual materials comprised about 28 percent of the materials in all categories. The amount for audiovisual materials in the school library resources category increased from $20.2 million in fiscal year 1967 to $22.4 million in fiscal year 1968. The total for audiovisual materials in all categories was $24.5 million.

State and Local Educational Programs Strengthened

1. A total of 456 administrative, supervisory, clerical, and other positions in full-time equivalents were assigned in State departments of education to administer the ESEA Title II program, an increase from fiscal year 1967 of more than 67 positions in full-time equivalents.

2. Forty-four of the 50 participating States, Puerto Rico, the Virgin Islands and the Bureau of Indian Affairs reported establishment of 3,193 new public school libraries in fiscal year 1968. Of these, 2639 were public elementary school libraries serving more than 1.2 million

public school pupils and 554 were public secondary school libraries serving 413,067 public school pupils.

3. Thirty-seven States, the District of Columbia, and the four outlying areas report an average State and local expenditure for elementary school library resources of about $3.01 per public elementary school child, an increase of about 45 cents from fiscal year 1967. The average State and local expenditures reported in these States for secondary school library resources were about $4.27 per public secondary school pupil, only about a five-cent increase from fiscal year 1967.

4. Fiscal year 1968 saw continuation of the trend to include in standards for instructional materials provisions to encourage a unified approach to a variety of media and media services. A number of States conducting surveys of instructional materials in local educational agencies reported significant gains which they attribute to increased local, State, and Federal support.

5. In order to achieve maximum educational benefits, the ESEA Title II program was coordinated in fiscal year 1968 with other titles of ESEA, as well as with a number of other programs of Federal financial assistance.

6. A sampling of fiscal year 1968 ESEA Title II annual reports indicates that the program contributed to the improvement of educational opportunities for handicapped children.

7. Fiscal year 1968 saw continuation by State departments of education of their programs of providing leadership, supervision, and staff development opportunities to local educational agencies participating in the ESEA Title II program.

8. Thirty States funded an estimated 400 special-purpose grants programs to demonstrate good media programs and provided instructional materials for the use of children and teachers in special or exemplary instructional programs. Some 400 projects were funded in fiscal year 1968 with expenditures for the materials acquired costing about $7 million. These projects served instructional programs in many areas including arts and humanities, early childhood education, vocational education, and pupil personnel services.

II. PARTICIPATION IN THE ESEA TITLE II PROGRAM

Approved Plans

In the first year of the program, fiscal year 1966, plans were approved for the 50 States, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands. In fiscal year 1967, a plan was approved for the administration of the program for children and teachers in the elementary and secondary schools that the Bureau of Indian Affairs conducts for Indian children. In fiscal year 1968, the only eligible applicants not participating in ESEA Title II were American Samoa and the Department of Defense (for children and teachers in the overseas dependent schools).

Program Participation - Children and Teachers

Tables 1 and 2 show the number of public and private elementary and secondary school children participating in the ESEA Title II program in fiscal year 1968. Of the 43.6 million public school children eligible to participate, 39.9 million or about 91.4 percent actually did participate.

The number of private school children who participated in the program, 5.3 million, is about 96 percent of the 5.5 million eligible private school children.

Table 3 shows the number of children participating in the ESEA Title II program for the first three years. There was a small increase over fiscal year 1967 in number of public school children participating and a decrease in the number of private secondary school children participating.

Table 1. Total Number of Eligible and Participating Elementary and Secondary Public School Children and Participating Public School Teachers in ESEA Title II Programs, Fiscal Year 1968, by State or Outlying Area

State or Outlying Area	Public School Children in Eligible Agencies			Public School Children Participating			Public School Teachers Participating		
	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total
1	2	3	4	5	6	7	8	9	10
Totals	27,430,228	16,268,541	43,698,769	25,158,925	14,822,719	39,981,644	989,387	796,699	1,786,086
Alabama	451,046	349,835	800,881	451,046	349,835	800,881	15,319	14,214	29,533
Alaska	51,661	14,419	66,080	50,139	13,719	63,858	2,142	1,144	3,286
Arizona	285,223	101,811	387,034	240,468	86,218	326,686	10,372	4,571	14,943
Arkansas	246,28[illegible]	208,593	454,874	242,370	206,442	448,812	8,904	8,954	17,858
California	3,243,864	1,261,104	4,504,968	2,837,504	1,381,980	4,219,484	105,306	63,272	168,578
Colorado	291,709	210,841	502,550	290,740	197,394	488,134	11,585	11,160	22,745
Connecticut	396,435	221,755	618,190	383,380	204,924	588,314	16,266	12,092	28,358
Delaware	62,963	49,305	112,268	62,603	49,305	111,908	2,331	2,834	5,165
Dist. of Col.	94,799	51,345	146,144	94,034	51,345	145,379	3,694	2,841	6,535
Florida	714,747	566,383	1,281,130	713,977	565,998	1,279,975	33,017	51,337	84,354
Georgia	582,088	309,200	891,288	582,088	309,200	891,288	24,462	15,972	40,434
Hawaii	123,030	45,489	168,519	121,286	45,489	166,775	5,142	1,508	6,760
Idaho	90,776	76,168	166,944	90,612	76,112	166,724	3,858	4,128	8,116
Illinois	1,409,450	749,330	2,158,780	1,378,784	711,853	2,090,637	56,782	38,297	95,079
Indiana	741,010	439,875	1,180,875	580,716	406,528	987,244	23,090	20,851	43,941
Iowa	393,577	259,664	653,241	393,577	259,664	653,241	18,486	15,149	33,635
Kansas	278,526	196,558	475,084	243,113	186,413	429,526	13,189	11,362	24,551
Kentucky	414,254	237,845	652,099	414,254	237,845	652,099	18,719	11,565	30,284
Louisiana	428,062	222,384	650,446	427,552	217,399	644,951	18,780	15,203	33,983
Maine	168,145	59,178	227,323	166,489	58,822	225,311	6,405	3,574	9,979
Maryland	439,931	347,396	787,327	439,931	347,396	787,327	18,330	17,370	35,700
Massachusetts	620,081	420,351	1,040,432	528,660	374,776	903,436	23,500	22,328	45,828
Michigan	1,195,151	884,553	2,079,704	1,191,419	846,111	2,037,530	40,575	36,895	77,470
Minnesota	476,413	376,186	852,599	437,837	372,972	810,809	16,896	20,847	37,743
Mississippi	263,548	173,001	436,549	260,451	170,956	431,407	9,415	8,126	17,541
Missouri	633,528	237,916	871,444	524,962	280,918	805,880	23,563	17,388	40,951
Montana	113,721	47,621	161,342	112,224	47,582	159,806	5,456	2,393	7,849
Nebraska	194,463	132,197	326,660	159,936	116,010	275,946	6,430	6,369	12,799
Nevada	65,054	39,368	104,422	64,952	39,308	104,260	2,669	2,046	4,715
New Hampshire	88,597	51,871	140,468	85,469	49,515	134,984	3,440	2,854	6,294
New Jersey	911,662	464,703	1,376,365	910,181	464,150	1,374,331	45,866	28,719	74,585
New Mexico	183,200	74,153	257,353	182,936	74,077	257,013	6,086	5,202	11,288
New York	1,777,717	1,348,232	3,125,949	1,443,334	854,846	2,298,170	72,346	48,110	120,456
North Carolina	846,785	328,414	1,175,199	759,605	253,290	1,013,195	26,060	17,428	43,488
North Dakota	102,830	42,677	145,507	84,800	40,638	125,438	4,190	2,650	6,840
Ohio	1,576,048	618,332	2,194,380	1,438,417	556,887	1,995,304	51,556	36,511	88,067
Oklahoma	331,604	252,702	584,306	316,644	237,485	554,129	10,731	14,160	24,891
Oregon	276,173	186,153	462,326	221,218	164,837	386,055	10,260	9,268	19,528
Pennsylvania	1,716,252	1,153,159	2,869,411	1,630,439	1,095,501	2,725,940	39,505	42,927	82,432
Rhode Island	83,478	71,434	154,912	72,563	49,966	122,529	2,881	2,843	5,724
South Carolina	364,995	245,997	610,992	212,580	83,834	296,414	7,578	3,919	11,497
South Dakota	115,611	49,451	165,062	110,832	47,711	158,543	5,452	2,406	7,858
Tennessee	534,305	322,671	856,976	533,565	141,303	674,868	20,164	14,320	34,484
Texas	1,447,279	1,107,029	2,554,308	1,244,831	914,651	2,159,482	48,038	44,346	92,384
Utah	173,759	123,784	297,543	173,759	123,784	297,543	5,613	5,094	10,707
Vermont	59,155	35,677	94,832	56,888	32,446	89,334	2,556	2,029	4,585
Virginia	595,432	381,190	976,622	548,346	376,031	924,377	21,013	19,421	40,434
Washington	471,115	310,755	781,870	417,539	301,191	718,730	15,458	13,432	28,890
West Virginia	222,291	156,515	378,806	199,661	140,003	339,664	8,458	7,738	16,196
Wisconsin	501,347	374,449	875,796	460,231	331,819	792,050	20,910	18,438	39,348
Wyoming	57,473	22,882	80,362	47,756	19,708	67,464	1,661	1,714	3,375
Guam	11,905	7,622	19,527	11,905	7,622	19,527	479	343	822
Puerto Rico	442,588	230,040	672,628	441,031	229,935	670,966	11,695	7,712	19,407
Trust Territory	22,809	3,054	25,863	22,703	3,054	25,757	969	125	1,094
Virgin Islands	8,092	3,939	12,031	8,092	3,939	12,031	288	278	566
Bur. Ind. Aff.	38,196	11,982	50,178	38,196	11,982	50,178	1,361	732	2,093

Table 2. Total Number of Eligible and Participating Elementary and Secondary Private School Children and Participating Private School Teachers in ESEA Title II Programs, Fiscal Year 1968, by State or Outlying Area

State or Outlying Area	Private School Children in Eligible Agencies			Private School Children Participating			Private School Teachers Participating		
	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total
1	2	3	4	5	6	7	8	9	10
Totals	4,107,462	1,460,951	5,568,413	4,036,266	1,302,642	5,338,908	141,116	70,708	212,124
Alabama	15,127	4,436	19,563	15,127	4,436	19,563	468	262	730
Alaska	1,312	385	1,697	1,312	385	1,697	139	29	168
Arizona	28,580	7,909	36,489	21,312	5,154	26,466	677	303	980
Arkansas	7,811	2,324	10,135	7,000	2,000	9,000	300	150	450
California	-	-	-	280,956	82,847	363,803	8,820	4,763	13,583
Colorado	35,429	10,561	45,990	28,888	11,232	40,120	1,136	789	1,925
Connecticut	84,149	37,946	122,281	84,032	36,586	120,588	2,961	2,504	5,465
Delaware	11,602	7,874	19,476	11,263	7,778	19,041	426	307	733
Dist. of Col.	11,570	5,671	17,241	10,481	3,292	13,773	1,189	826	2,015
Florida	67,151	21,686	88,837	61,816	19,563	81,379	4,235	1,057	5,292
Georgia	14,066	5,165	19,231	14,053	5,063	19,116	660	346	1,006
Hawaii	23,303	8,005	31,308	17,904	6,997	24,901	667	395	1,062
Idaho	6,319	1,483	7,802	5,650	1,123	6,773	174	66	240
Illinois	441,201	116,955	558,156	417,234	111,655	528,889	12,144	5,585	17,729
Indiana	103,035	24,929	127,964	98,535	24,129	122,664	3,063	1,218	4,281
Iowa	70,448	27,012	97,460	70,448	27,012	97,460	2,837	1,511	4,348
Kansas	31,660	9,786	41,446	29,069	8,831	37,900	1,094	557	1,651
Kentucky	59,289	18,870	78,159	59,289	18,870	78,159	2,214	1,478	3,692
Louisiana	109,813	35,003	144,816	109,630	34,881	144,511	3,272	1,576	4,848
Maine	18,149	10,344	28,493	17,586	8,525	26,111	484	281	765
Maryland	104,228	29,936	134,164	97,932	27,511	125,443	3,918	1,101	5,019
Massachusetts	181,034	65,484	246,518	170,512	65,139	235,651	5,598	4,038	9,636
Michigan	252,975	85,970	338,945	246,176	82,399	328,575	7,276	3,709	10,985
Minnesota	139,525	30,475	170,000	135,560	30,151	165,651	4,052	1,801	5,853
Mississippi	11,374	2,799	14,173	11,374	2,799	14,173	361	179	540
Missouri	122,909	35,771	158,680	116,996	35,224	152,220	3,848	2,288	6,136
Montana	12,356	3,908	16,264	12,262	3,908	16,170	-	261	261
Nebraska	43,447	14,267	57,714	41,900	13,855	55,755	1,442	822	2,264
Nevada	4,028	1,075	5,103	3,244	686	3,930	98	32	130
New Hampshire	23,425	8,538	31,963	21,686	7,278	28,964	720	530	1,250
New Jersey	260,000	67,000	327,000	254,278	66,086	320,364	7,712	4,033	11,745
New Mexico	15,168	2,968	18,136	13,882	2,769	16,651	486	180	666
New York	507,759	323,305	831,064	410,262	230,964	641,226	20,158	8,443	28,601
North Carolina	9,946	3,055	13,001	6,920	2,030	8,950	257	193	450
North Dakota	11,988	3,998	15,986	11,524	3,998	15,522	441	292	733
Ohio	293,510	82,833	376,343	277,958	82,499	360,457	7,936	4,326	12,262
Oklahoma	-	-	-	10,548	3,111	13,659	519	224	743
Oregon	20,973	6,065	27,038	20,973	6,063	27,036	698	402	1,100
Pennsylvania	457,671	133,372	591,043	333,200	85,215	418,415	12,446	6,630	19,076
Rhode Island	29,989	17,930	47,919	30,354	7,936	38,290	1,068	460	1,528
South Carolina	8,301	1,376	9,677	7,095	568	7,663	237	33	270
South Dakota	10,760	4,558	15,318	10,330	4,407	14,737	392	291	683
Tennessee	21,587	9,690	31,277	20,987	9,075	30,062	639	487	1,126
Texas	71,037	71,037	142,074	96,150	21,935	118,085	3,417	1,138	4,555
Utah	3,608	1,838	5,446	3,289	1,224	4,513	86	95	181
Vermont	-	6,558	6,558	7,908	6,155	14,063	354	491	845
Virginia	28,942	9,857	38,799	28,806	9,662	38,468	975	575	1,550
Washington	48,184	9,590	57,774	36,753	8,985	45,738	1,341	535	1,876
West Virginia	8,939	4,116	13,055	8,857	4,115	12,972	325	235	560
Wisconsin	210,722	38,703	249,425	170,472	38,000	208,472	5,876	2,000	7,876
Wyoming	3,813	713	4,526	3,048	629	3,677	119	48	167
Guam	5,047	889	5,936	5,047	889	5,936	115	40	155
Puerto Rico	35,288	24,149	59,437	40,213	14,303	54,516	1,321	685	2,006
Virgin Islands	3,875	1,560	5,435	3,875	1,560	5,435	63	35	98
Trust Territory	4,854	1,224	6,078	4,400	1,155	5,555	156	73	229

Table 3. Total Number of Eligible and Participating Children in ESEA Title II Programs, Fiscal Years 1966, 1967, and 1968, by Educational Level and Type of School

Schools and Levels	1966 ADA or ADM		1967 ADA or ADM		1968 ADA or ADM	
	Children In Eligible Educational Agencies	Children Participating	Children In Eligible Educational Agencies	Children Participating	Children In Eligible Educational Agencies	Children Participating
1	2	3	4	5	6	7
PUBLIC SCHOOLS						
Elementary	25,251,826	23,746,478	26,460,081	24,665,404	27,430,228	25,158,325
Secondary	15,095,192	13,970,529	15,790,624	14,458,900	16,268,541	14,822,719
TOTAL	40,347,018	37,717,007	42,250,705	39,124,304	43,698,769	39,981,644
PRIVATE SCHOOLS						
Elementary	4,603,792	4,445,711	3,804,011	3,979,457	4,107,462	4,036,266
Secondary	1,269,833	1,263,055	1,340,958	1,534,250	1,460,951	1,302,642
TOTAL	5,873,625	5,708,766	5,144,969	5,513,707	5,568,413	5,338,908
GRAND TOTAL	46,220,643	43,425,773	47,395,674	44,638,011	49,267,182	45,320,552

Note - ADA - Average daily attendance.
ADM - Average daily membership.

The number of participating private elementary school children increased slightly.

As has been mentioned, and as Tables 1 and 2 indicate, not all eligible children participated in the Title II program. Under the program, materials are distributed on the basis of relative need; some children and teachers in schools well provided with materials were not served. Some public and private school administrators did not wish their schools to receive Federal aid. Children and teachers in some schools not in compliance with Title VI of the Civil Rights Act could not be served. The number of participating teachers as reported by State departments of education does not represent the number of those who had the use of professional materials (books, periodicals, curriculum guides) which were provided to some extent by Title II, but is simply the number of teachers in public and private elementary and secondary schools where pupils had the use of school library resources or textbooks or other instructional materials. The resources made available in the schools for the use of pupils are, of course, valuable to teachers in instructional programs.

Expenditure of Funds

Table 4 provides data on funds available and spent under the ESEA Title II program. Column 3 shows aggregate expenditures within each State for acquisitions under approved local education agency projects; column 4 shows the amount spent for State administration. Although the ESEA Title II appropriation for fiscal year 1968 was $102 million, only $99,234,000

Table 4. Funds Available and Funds Expended for Acquisitions and State Administration and Percent of Total Expended for Administration under ESEA Title II, Fiscal Year 1968, by State or Outlying Area

State or Outlying Area	Allotment	Expenditures			Percent Expenditures for Administration
		Acquisition	State Administration	Total Expenditures	
1	2	3	4	5	6
Totals	$99,234,000	$94,024,821	$4,428,073	$98,452,733	4.50
Alabama	1,767,887	1,666,523	79,442	1,745,965	4.55
Alaska	124,987	112,079	12,625	124,704	10.12
Arizona	816,510	751,357	49,871	801,228	6.22
Arkansas	906,017	855,958	50,000	905,958	5.52
California	9,337,909	8,892,075	433,345	9,325,420	4.64
Colorado	1,064,689	1,009,142	50,599	1,059,741	4.77
Connecticut	1,400,476	1,313,201	54,523	1,367,724	3.99
Delaware	260,120	214,818	31,060	245,878	12.63
Dist. of Col.	336,897	318,131	18,766	336,897	5.57
Florida	2,648,847	2,496,892	126,136	2,623,028	4.81
Georgia	2,152,545	2,044,927	76,701	2,121,628	3.62
Hawaii	386,217	343,555	36,971	380,526	9.72
Idaho	360,311	320,272	38,721	358,993	10.79
Illinois	5,337,276	5,070,417	266,859	5,337,276	5.00
Indiana	2,534,729	2,390,011	97,751	2,487,762	3.93
Iowa	1,448,999	1,376,550	68,827	1,445,377	4.76
Kansas	1,115,859	1,062,595	53,102	1,115,697	4.76
Kentucky	1,505,814	1,443,066	59,564	1,502,630	3.98
Louisiana	1,902,770	1,855,795	24,934	1,880,729	1.33
Maine	586,785	484,831	20,849	505,680	4.12
Maryland	1,830,047	1,694,166	81,732	1,775,898	4.60
Massachusetts	2,658,619	2,520,980	86,063	2,607,043	3.30
Michigan	4,634,960	4,387,529	226,083	4,613,612	4.90
Minnesota	1,979,521	1,886,261	94,260	1,979,521	4.76
Mississippi	1,173,309	1,103,708	54,670	1,158,378	4.72
Missouri	2,236,998	2,127,177	79,541	2,206,718	3.60
Montana	371,750	321,688	48,089	369,777	13.00
Nebraska	742,427	653,580	86,789	740,369	11.72
Nevada	218,847	185,380	33,467	218,847	15.29
New Hampshire	334,087	317,438	16,649	334,087	4.98
New Jersey	3,214,941	3,086,775	148,401	3,235,176	4.59
New Mexico	585,437	523,168	46,409	569,577	8.15
New York	8,122,336	7,887,953	234,383	8,122,336	2.89
North Carolina	2,353,743	2,219,637	110,512	2,330,149	4.74
North Dakota	331,026	290,138	27,130	317,268	8.55
Ohio	5,357,489	4,977,125	251,011	5,228,136	4.80
Oklahoma	1,211,458	1,121,465	88,402	1,209,867	7.31
Oregon	998,243	949,083	46,741	995,824	4.69
Pennsylvania	5,590,970	5,406,109	263,966	5,670,075	4.66
Rhode Island	423,153	394,838	28,315	423,153	6.69
South Carolina	1,286,889	1,260,002	60,942	1,320,944	4.61
South Dakota	377,371	338,371	36,409	374,780	9.71
Tennessee	1,774,313	1,665,347	79,239	1,744,586	4.54
Texas	5,322,514	5,037,079	157,587	5,194,666	3.03
Utah	582,833	535,653	47,436	583,089	8.14
Vermont	208,063	208,207	19,386	227,593	8.52
Virginia	2,076,258	1,971,436	24,998	1,996,434	1.25
Washington	1,989,629	1,510,148	75,507	1,585,655	4.76
West Virginia	858,758	782,587	46,613	829,200	5.62
Wisconsin	2,277,841	2,180,205	97,625	2,227,830	4.38
Wyoming	174,290	135,945	31,980	167,925	19.04
Guam	65,564	63,700	1,157	64,857	1.78
Puerto Rico	2,063,321	2,001,420	38,703	2,040,123	1.90
Trust Territory	82,868	80,149	1,980	82,129	2.41
Virgin Islands	39,568	38,073	390	38,463	1.01
America Samoa 1/	27,213	-	-	-	-
Bur. Ind. Aff.	141,807	137,106	4,701	141,807	3.32

1/ American Samoa did not participate in ESEA Title II. OE 21

was actually made available. The total of reported expenditures was thus $98.4 million, or about 99.3 percent of the amount available.

The reported $94 million for acquisitions under approved projects includes $5.5 million expended for ordering, processing, cataloging, and delivering materials. The $4.4 million reported for State administration is somewhat less than the amount actually available, which for any fiscal year must not exceed 5 percent of the amount paid to the State for that year, or $50,000, whichever is greater.

Table 5 provides the data on expenditures for the ESEA Title II program for the first three years of the program. The difference in the amount allocated under the ESEA Title II program for the three-year period and the reported total expenditures is less than $6 million. The $285 million reported for acquisitions under approved projects during the three-year period includes the $15.4 million for ordering, processing, cataloging, and delivery.

The $10.2 million reported for State administration during the first three years of the ESEA Title II program is 3.4 percent of the total expenditures, somewhat less than the amount actually available. Some administrative expenditures could be covered by other Federal programs, leaving ESEA Title II funds to provide materials. Alaska, several outlying areas, and the Bureau of Indian Affairs reported negligible amounts for administration.

Table 5. Funds Available and Funds Expended for Acquisitions and State Administration under ESEA Title II Programs, Fiscal Years 1966, 1967, and 1968

Fiscal Year	Allotment	Expenditures		
		Acquisitions	Administration	Total
1	2	3	4	5
1966	$100,000,000	$ 95,298,079	$ 1,989,158	$ 97,287,237
1967	102,000,000	95,745,032	3,812,688	99,557,720
1968	99,234,000	94,024,821	4,428,073	98,452,733
Total	$301,234,000	$285,067,932	$10,229,919	$295,297,690

State Personnel Assigned to Title II Programs

Table 6 provides data on the number of administrative, supervisory, clerical, and other positions assigned in State departments of education to administer the ESEA Title II programs in the first three fiscal years of the program. More than 456 positions (in full-time equivalents) were reported in fiscal year 1968, an increase from fiscal year 1967 of about 67 positions.

The increase in positions assigned in State departments of education to administer the ESEA Title II programs undoubtedly reflects an increased effort to give direction and leadership for the full development of instructional materials services in education. State administrators and supervisors involved in the ESEA Title II programs have developed programs of service to school administrators, teachers, and school media personnel. They have assisted in the development of media centers where print and audiovisual media are organized into a single unified program. In cooperation with State supervisors of instruction, they have served to improve curriculum and instruction and enhanced the contribution of instructional materials to education.

It should be noted that in Table 6, column 4 refers to positions in full-time equivalents, not individuals. For example, in fiscal year 1968, there were only 43 full-time positions in administration, but there were actually 97 individuals designated as administrators who had some responsibilities in addition to Title II.

Table 6. Number of State Department of Education Personnel Assigned to ESEA Title II Programs in Full-Time Equivalents, Fiscal Years 1966, 1967, and 1968.

TYPE OF PERSONNEL	NUMBER OF PERSONNEL			
	FULL-TIME	PART-TIME	FULL-TIME EQUIVALENT	TOTAL FULL-TIME (Cols. 2 & 4)
1	2	3	4	5
ADMINISTRATOR				
Fiscal Year 1966	31	66	16.19	47.19
Fiscal Year 1967	46	48	13.96	59.96
Fiscal Year 1968	43	54	12.59	55.59
SUPERVISOR				
Fiscal Year 1966	67	87	13.84	80.84
Fiscal Year 1967	85	129	24.43	109.43
Fiscal Year 1968	99	174	26.53	125.53
SECRETARIAL AND CLERICAL STAFF				
Fiscal Year 1966	103	119	23.67	126.67
Fiscal Year 1967	158	150	34.08	192.08
Fiscal Year 1968	176	204	49.06	225.06
OTHER				
Fiscal Year 1966	17	90	12.59	29.59
Fiscal Year 1967	22	48	6.02	28.02
Fiscal Year 1968	27	95	23.08	50.08

There were some 55 administrative positions (in full-time equivalents), accounting for approximately 12 percent of total staff time. Of total staff involved in the ESEA Title II program, 27.5 percent or 125.53 positions (in full-time equivalents) were designated as supervisors--school library supervisors, instructional materials specialists, and curriculum and subject specialists, as examples. The 99 full-time supervisors assigned to the Title II program denoted an increase of 14 full-time positions from fiscal year 1967.

The 225 secretarial and clerical positions (in full-time equivalents) assigned to the Title II program in fiscal year 1968 accounted for about 49 percent of total staff time. The remaining 50 positions (in full-time equivalents) include such personnel as consultants, fiscal and statistical employees, and nonprofessional workers such as truck drivers and technicians who do not fall into any of the other three categories.

III. CATEGORIES OF ACQUISITIONS UNDER ESEA TITLE II

Among the three categories of eligible materials - (1) school library resources, (2) textbooks, and (3) other instructional materials - the States continued in fiscal year 1968 to give priority to the first. The $82 million shown in Table 7 (column 11) as spent for school library resources is about 92.3 percent of the entire amount spent for materials. Other instructional materials took about 4.4 percent and textbooks accounted for about 2 percent. (Table 8 analyzes the distribution by States.)

Table 9 shows the distribution and costs among the eligible categories for the three years of Title II's existence. There is no clear explanation for the variations in the table.

Twenty-six States, the District of Columbia, Guam, the Virgin Islands, and the Bureau of Indian Affairs purchased no textbooks with Title II funds. (See Table 8.) Twenty-two States, the District of Columbia, Guam, and the Virgin Islands reported no purchases in the other instructional materials category. The variations in all categories reflect local education priority of needs within the priorities assigned to the three categories by the State departments of education.

School Library Resources

Of the $82.2 million spent for school library resources in fiscal

Table 7. Number and Cost of School Library Resources, Textbooks, and Other Instructional Materials Acquired for Loan to Children and Teachers in Public and Private Schools under ESEA Title II Programs, Fiscal Year 1968

Categories of Materials	PUBLIC SCHOOLS				PRIVATE SCHOOLS				TOTAL	
	ELEMENTARY		SECONDARY		ELEMENTARY		SECONDARY			
	Number	Cost	Number	Cost	Number	Cost	Number	Cost	Number	Cost
1	2	3	4	5	6	7	8	9	10	11
SCHOOL LIBRARY RESOURCES	12,148,748	$42,853,042	7,109,115	$29,713,150	1,973,109	$6,688,342	708,104	$2,983,696	21,939,076	$82,238,230
Books	9,596,269	30,044,106	5,440,062	20,274,750	1,717,707	5,261,834	591,087	2,382,111	17,345,125	57,962,801
Periodicals	91,521	378,616	84,740	469,932	8,770	42,710	3,944	20,301	188,975	911,559
Other Printed Materials	576,713	428,963	247,668	384,874	16,256	41,682	6,678	15,105	847,315	870,624
Audiovisual Materials 1/	1,882,245	12,001,357	1,336,645	8,583,594	230,376	1,341,576	123,578	612,081	3,557,661	22,493,246
Motion Pictures	31,453	1,552,703	34,296	1,563,049	1,427	20,555	1,891	36,082	69,067	3,172,389
Filmstrips	776,104	4,092,471	383,981	2,329,140	121,212	551,002	40,244	190,509	1,321,541	7,198,682
Recordings	302,864	1,275,778	198,162	1,019,063	32,361	119,786	17,179	75,377	550,566	2,450,004
Slides & Transparencies	343,369	851,703	413,663	915,750	37,637	84,392	33,589	52,992	828,258	1,904,837
Programed Instruction Mat.	39,208	192,759	23,312	105,471	5,253	25,134	1,437	8,037	69,210	331,371
Maps, Charts, etc.	280,448	1,295,260	165,447	733,021	27,916	144,714	9,965	55,351	483,776	2,227,366
TEXTBOOKS	422,817	911,048	524,493	1,115,514	38,693	91,760	19,647	56,173	1,005,650	2,174,495
OTHER INSTRUCTIONAL MATERIALS	571,693	2,071,198	249,774	1,008,244	93,671	350,300	22,675	109,498	937,813	3,539,240
Books	341,804	912,324	84,036	210,015	54,682	154,626	10,481	27,394	491,003	1,304,359
Periodicals	14,970	28,954	16,179	25,910	843	2,619	241	783	32,233	58,275
Other Printed Materials	32,255	92,813	33,940	46,470	3,900	19,704	1,126	3,638	71,221	162,625
Audiovisual Materials	182,664	1,037,107	115,476	712,006	34,246	173,351	10,827	77,683	343,356	2,013,981
Motion Pictures	3,488	203,255	1,872	161,742	57	1,391	104	15,673	5,521	382,061
Filmstrips	50,888	311,451	37,489	203,912	12,166	38,782	4,375	20,874	104,918	575,019
Recordings	27,186	128,443	12,731	75,966	4,359	16,739	1,165	4,956	45,441	226,104
Slides & Transparencies	38,264	91,646	35,640	92,735	8,997	10,027	2,431	6,444	85,332	200,852
Programed Instruction Mat.	5,944	38,564	1,996	13,887	650	7,195	158	1,923	8,748	61,569
Maps, Charts, etc.	46,720	180,783	20,088	115,816	7,730	26,102	2,364	14,759	76,902	337,460
ORDERING, PROC., CAT., & DEL.										5,568,722
GRAND TOTAL									23,882,539	$93,520,687

1/ Detail does not add to total since some States reported totals rather than separate items.

Table 8. Number and Cost of School Library Resources, Textbooks, and Other Instructional Materials Acquired for Loan to Children and Teachers, and Costs of Ordering, Cataloging, Processing, and Delivering Materials, under ESEA Title II Programs, Fiscal Year 1968, by State or Outlying Area

State or Outlying Area	School Library Resources		Textbooks		Other Instructional Materials		Ordering Processing, Etc.	Total Cost
	Number	Cost	Number	Cost	Number	Cost		
Totals	21,939,076	$82,238,230	1,005,650	$2,174,495	934,471	$3,531,312	5,568,722	$93,520,687
Alabama	430,062	1,516,825	2,815	5,369	38,244	119,821	43,952	1,685,967
Alaska	33,250	92,247	-	-	3,050	9,582	10,250	112,079
Arizona	211,680	707,028	-	-	17,341	29,867	14,463	751,358
Arkansas	199,784	855,958	-	-	-	-	1/	855,958
California	1,666,290	7,498,593	4,245	121,517	-	-	1,275,965	8,896,075
Colorado	165,310	1,609,689	-	-	56,734	264,535	104,971	979,194
Connecticut	270,302	1,270,131	-	-	-	-	64,064	1,334,195
Delaware	50,630	205,694	-	-	605	2,063	7,060	214,817
Dist. of Col.	82,621	315,131	-	-	-	-	3,000	318,131
Florida	587,316	2,080,257	6,514	20,518	29,216	50,756	186,611	2,338,142
Georgia	615,804	1,697,844	71,680	138,299	6,280	77,939	130,845	2,044,927
Hawaii	96,569	318,089	-	-	-	-	25,466	343,555
Idaho	66,497	245,134	-	-	20,400	66,343	8,795	320,272
Illinois	1,008,755	4,930,221	-	-	37,376	111,965	28,231	5,070,417
Indiana	565,779	2,092,046	-	-	51,349	175,562	173,804	2,441,412
Iowa	172,627	1,243,238	-	-	-	-	133,312	1,376,550
Kansas	218,303	977,679	-	-	-	-	84,916	1,062,595
Kentucky	253,358	1,219,122	26,541	113,920	11,458	64,989	45,035	1,443,066
Louisiana	457,378	1,682,250	12,635	43,344	-	-	132,287	1,857,881
Maine	127,487	435,673	-	-	9,273	28,418	20,740	484,831
Maryland	379,[illegible]2	1,616,921	80	1,128	2,597	4,697	71,420	1,694,166
Massachusetts	[illegible]6,516	1,991,440	5,053	15,418	108,216	359,576	154,546	2,520,980
Michigan	1,643,874	3,402,258	91,085	176,126	49,705	230,287	413,509	4,222,180
Minnesota	473,235	1,851,134	-	-	-	-	33,935	1,885,069
Mississippi	291,493	1,024,329	4,365	21,811	-	-	71,418	1,117,558
Missouri	576,600	2,013,234	2,793	6,917	107	882	106,144	2,127,177
Montana	82,378	319,618	-	-	-	-	1/	319,618
Nebraska	150,940	590,917	-	-	4,368	15,418	47,245	653,580
Nevada	25,835	172,944	-	-	-	-	12,436	185,380
New Hampshire	69,418	257,337	1,904	5,356	14,898	35,951	18,794	317,438
New Jersey	625,617	2,919,563	-	-	-	-	51,396	2,970,959
New Mexico	90,909	357,208	25,232	60,989	40,206	97,154	16,817	532,168
New York	1,833,919	6,803,439	-	-	-	-	912,780	7,716,219
North Carolina	568,872	2,165,552	150	417	13,902	34,525	22,667	2,223,161
North Dakota	79,227	290,138	-	-	-	-	1/	290,138
Ohio	1,324,168	4,531,672	50,687	127,411	55,056	185,810	132,232	4,977,125
Oklahoma	279,125	819,525	25,893	63,306	82,065	233,319	5,315	1,121,465
Oregon	188,406	850,307	-	-	3,475	15,586	83,140	949,083
Pennsylvania	1,325,117	5,017,306	26,458	109,862	-	-	278,941	5,406,109
Rhode Island	100,433	347,440	190	700	-	-	46,698	394,838
South Carolina	322,353	1,166,250	-	-	-	-	93,752	1,260,002
South Dakota	95,410	331,007	-	-	-	-	7,363	338,370
Tennessee	787,128	1,526,856	28,034	67,937	-	-	63,955	1,658,748
Texas	1,173,369	4,638,000	37,200	113,791	59,421	132,926	152,362	5,037,079
Utah	75,248	527,514	11,713	8,139	-	-	-	535,653
Vermont	51,830	196,659	-	-	-	-	11,548	208,207
Virginia	448,119	1,920,888	-	-	-	-	50,548	1,971,436
Washington	295,460	1,395,349	-	-	12,678	59,163	55,636	1,510,148
West Virginia	136,475	478,069	3,092	11,342	49,379	185,219	34,557	809,187
Wisconsin	317,430	1,595,332	3,880	14,829	92,667	500,440	69,604	2,180,205
Wyoming	27,922	109,950	174	686	4,527	20,614	4,697	135,947
Guam	14,169	62,822	-	-	-	-	878	63,700
Puerto Rico	253,781	649,074	548,755	895,822	58,882	415,842	40,698	2,001,436
Trust Territory	15,344	41,621	14,482	29,541	996	2,063	6,924	80,149
Virgin Islands	6,059	38,073	-	-	-	-	1/	38,073
Bur. Ind. Aff.	33,953	125,635	-	-	3,342	7,928	3,542	137,105

1/ Processing costs included in cost of materials.

Table 9. Number and Cost of School Library Resources, Textbooks, and Other Instructional Materials Acquired for Loan to Children and Teachers in Public and Private Schools, under ESEA Title II, Fiscal Years 1966, 1967, and 1968, by Educational Level and Type of School

Instructional Materials by Category	PUBLIC SCHOOLS				PRIVATE SCHOOLS				TOTAL 1/	
	ELEMENTARY		SECONDARY		ELEMENTARY		SECONDARY			
	Number	Cost	Number	Cost	Number	Cost	Number	Cost	Number	Cost
1	2	3	4	5	6	7	8	9	10	11
SCHOOL LIBRARY RESOURCES 1/										
Fiscal Year 1966	11,750,260	$41,544,144	6,052,447	$25,134,197	1,849,608	$6,967,836	603,904	$2,524,302	20,530,737	$77,520,136
Fiscal Year 1967	11,873,003	43,283,447	6,534,182	28,354,844	2,099,545	7,246,342	844,553	3,586,585	21,522,782	83,813,850
Fiscal Year 1968	12,148,748	42,853,042	7,109,115	29,713,150	1,973,109	6,688,342	708,104	2,983,696	21,939,076	82,238,230
TEXTBOOKS 1/										
Fiscal Year 1966	443,257	1,310,213	780,815	1,453,458	46,264	153,506	10,605	42,308	1,298,433	2,959,485
Fiscal Year 1967	784,644	1,519,826	691,925	1,272,589	85,244	228,721	27,747	87,813	1,589,560	3,108,949
Fiscal Year 1968	422,817	911,048	524,493	1,115,514	38,693	91,760	19,647	56,173	1,005,650	2,174,495
OTHER INSTRUCTIONAL MATERIALS 1/										
Fiscal Year 1966	848,354	2,330,603	239,403	2,157,765	125,218	608,626	30,725	230,479	1,243,700	5,327,473
Fiscal Year 1967	697,035	2,487,617	236,964	967,988	104,372	447,599	26,412	126,997	1,064,783	4,030,201
Fiscal Year 1968	571,693	2,071,198	249,774	1,008,244	93,671	350,300	22,675	109,498	937,813	3,539,240

1/ Detail does not add to totals in columns 10 and 11 since some States reported only totals rather than individual items.

year 1968, about 70 percent - $57.9 million - went to provide a total of 17.3 million elementary and secondary school library books. As Table 10 shows, three-fifths of the money and somewhat more of the books were for the benefit of elementary school pupils; secondary school pupils got the rest. As in previous years, elementary school library books are considered the materials in critical need. Seven States - Alaska, Arkansas, Georgia, Maine, Mississippi, Pennsylvania, and South Carolina - and Puerto Rico used an exceptionally large proportion of funds in the school library resources category for audiovisual materials. An average of 44 million children a year have participated in the ESEA Title II program in its first three years of operation; however, the 53.2 million school library books made available under Title II have provided only slightly more than one library book per pupil.

Tables 11 and 12, in conjunction with Table 9, provide data on the number and cost of audiovisual materials loaned to pupils and teachers in fiscal year 1968.[1/] The $22.5 million expended for such materials in the school library resources category is about 27.3 percent of acquisitions in this category. The percent increase in expenditures for audiovisual materials processed and cataloged as school library resources indicates continued State and local interest in programs in which instructional and other services related to both print and audiovisual media are administered in a single unified program.

1/ The number and cost of separate audiovisual items, by State and by educational level, may be found in Tables A - D in the Appendix.

Table 10. Number and Cost of Books Loaned to Children and Teachers, by Educational Level and Category of Instructional Materials, under ESEA Title II Programs, Fiscal Year 1968

CATEGORY OF INSTRUCTIONAL MATERIALS	BOOKS LOANED TO ELEMENTARY SCHOOL CHILDREN		BOOKS LOANED TO SECONDARY SCHOOL CHILDREN		TOTAL	
	Number	Cost	Number	Cost	Number	Cost
1	2	3	4	5	6	7
SCHOOL LIBRARY RESOURCES	11,313,976	$35,305,940	6,031,149	$22,656,861	17,345,125	$57,962,801
TEXTBOOKS	461,510	1,002,808	544,140	1,171,687	1,005,650	2,174,495
OTHER INSTRUCTIONAL MATERIALS	396,486	1,066,950	94,517	237,409	491,003	1,304,359
TOTALS	12,171,972	$37,375,698	6,669,806	$24,065,957	18,841,778	$61,441,655

Table 11. Number and Cost of Audiovisual Materials Loaned to Children and Teachers, by Educational Level and Category of Instructional Materials, under ESEA Title II Programs, Fiscal Year 1968

CATEGORY OF INSTRUCTIONAL MATERIALS	AUDIOVISUAL MATERIALS LOANED TO ELEMENTARY SCHOOL CHILDREN		AUDIOVISUAL MATERIALS LOANED TO SECONDARY SCHOOL CHILDREN		TOTAL 1/	
	Number	Cost	Number	Cost	Number	Cost
1	2	3	4	5	6	7
SCHOOL LIBRARY RESOURCES	2,112,621	$13,342,933	1,460,223	$9,195,675	3,557,661	$22,493,246
OTHER INSTRUCTIONAL MATERIALS	216,910	1,210,458	126,303	789,689	343,356	2,013,981
TOTAL 1/	2,329,531	$14,553,391	1,586,526	$9,985,364	3,901,017	$24,507,227

1/Detail does not add to totals given in Table 7 since some States reported only totals rather than individual items.

Table 12. Number and Cost of Audiovisual Materials Acquired for Loan to Children and Teachers in Public and Private Schools, under ESEA Title II Programs, Fiscal Years 1966, 1967, and 1968

ITEM	FISCAL YEAR 1966		FISCAL YEAR 1967		FISCAL YEAR 1968		TOTAL	
	Number[1]	Cost[2]	Number[1]	Cost[2]	Number[1]	Cost[2]	Number[1]	Cost[2]
1	2	3	4	5	6	7	8	9
AUDIOVISUAL MATERIALS	2,052,535	$16,499,187	3,227,634	$22,153,019	3,901,017	$24,507,227	9,181,186	$63,159,433
Motion Pictures	30,461	-	67,035	-	74,588	3,554,450	172,084	
Filmstrips	579,856	-	1,111,793	-	1,426,459	7,773,701	3,118,108	
Recordings	272,982	-	424,417	-	596,007	2,676,108	1,293,406	
Slides and Transparencies	430,361	-	638,463	-	913,590	2,105,689	1,982,414	
Programmed Materials	42,074	-	72,960	-	77,958	392,940	192,992	
Maps, Charts, etc.	206,780	-	426,901	-	560,678	2,564,826	1,194,359	

1/ Detail does not add to total since some States reported only totals rather than the number of individual items.

2/ Most States reported only total cost rather than cost of individual items.

The first three years of the Title II program saw more than $63.1 million, or about 23 percent of the total, spent for acquisitions of audiovisual materials. The more than 9 million items thus acquired included motion pictures, filmstrips, recordings (disc and tape), slides and transparencies, programed instructional materials, maps, charts, and globes, in the proportions shown in Table 12. More detailed analysis is not possible because some States reported audiovisual materials as totals rather than by breakdown of separate items.

The 3.1 million filmstrips purchased in fiscal years 1966-68 account for almost 34 percent of all audiovisual items. The second most popular audiovisual items were slides and transparencies; nearly two million comprise more than 21 percent of audiovisual items purchased under the Title II program. The popularity and the ease of operation of 8mm film loops may account for the substantial gain in the number of motion pictures acquired under the program - from 30,461 purchased in fiscal year 1966 to 74,588 in fiscal year 1968.

Periodicals and other printed matter, such as documents and pamphlets, represented an expenditure of $1.7 million or about two percent of the $82.2 million spent for school library resources (Table 7). This is a

small decrease from fiscal year 1967.

Textbooks

Textbooks accounted for about 2.4 percent ($2.1 million) of the total amount for acquisitions under the program in fiscal year 1968. This is a drop of $934,454 from fiscal year 1967 and provided approximately a million textbooks on a loan basis to children and teachers in public and private elementary and secondary schools in 24 States, Puerto Rico, and the Trust Territory of the Pacific Islands.

Of the total amount for textbooks, approximately $1.1 million, or about 46 percent, went for 461,510 books for loan to elementary school children. The number provided for loan to secondary school children is 544,140, for which a total of $1.1 million was used.

Puerto Rico reported a larger expenditure for textbooks ($895,822) in fiscal year 1968 than any other State or outlying area. Only a few States - California, Georgia, Kentucky, Michigan, Ohio, Pennsylvania, and Texas - reported expenditures for textbooks which amounted to more than $100,000 (Table 8).

Other Instructional Materials

The amount of funds expended in the other instructional materials category declined from $4 million in fiscal year 1967 to $3.5 million in fiscal year 1968. Other instructional materials are defined as the same items as school library resources except that they are not processed and cataloged. The decline, both in number of items purchased and funds

expended, reflects growth in the number of centralized school media centers (see Chapter IV). Also, this category is excluded in 23 States, the District of Columbia, the Virgin Islands, and Guam, where school library resources are also made available to many children and teachers in schools without centralized media centers to increase the accessibility and availability of materials.

As reported in Table 7, books account for about 36.8 percent of the total reported for other instructional materials ($1.3 million). For audiovisual materials in the other instructional materials category, the total reported was $2.0 million, or 56.9 percent. The amount for periodicals and other printed materials in the other instructional materials category was $220,890, or about 6 percent of the category. This figure is a decrease from the amount in fiscal year 1967.

Ordering, Processing, Cataloging, and Delivering

The ESEA Title II plans describe all ordering, processing, cataloging, and delivery services that may be included as part of acquisitions costs and establish an allowable cost for these services.

In fiscal year 1968, State departments of education reported $5.5 million for ordering, processing, cataloging, and delivery services (Table 8). In some States, these costs were not reported separately from acquisition, so that the actual amount expended for these services is probably considerably higher than the amount reported. Approximately 23 cents per item was spent for ordering, processing, cataloging, and delivering the 23.8 million items

of school library resources, textbooks, and other instructional materials. This small cost-per-item indicates that much of the charge for these services continues to be absorbed by local educational agencies, leaving more ESEA Title II funds for buying materials.

Four States--Arkansas, Montana, North Dakota, and Utah - and the Virgin Islands reported no expenditures for processing, cataloging, and delivery services in fiscal year 1968.

IV. STATE PROGRAMS FOR THE STRENGTHENING OF INSTRUCTION THROUGH IMPROVED RESOURCES AND SERVICES

Improvement of School Library Resources

Data on the number of new public school libraries established and the number of existing public school libraries expanded in each State as a result of ESEA Title II programs in fiscal year 1968 appear in Table 13 (including facilities in new school buildings as well as new libraries in old buildings). Forty-four of the 50 States, Puerto Rico, and the Virgin Islands reported establishment of 3,193 new public school libraries. Of these, 2,639 were in public elementary schools serving 1.2 million pupils and 554 were in public secondary schools serving 413,067 pupils.

The number of new public elementary school libraries established ranged from none in six States and three other jurisdictions to 331 in Texas. There were four States - California, Illinois, Ohio, and Texas - where more than 200 new public elementary school libraries were established; in four other States - Arkansas, Kentucky, Massachusetts, and Michigan - more than 100 new public elementary school libraries were organized.

The number of new public secondary school libraries established is smaller because more secondary schools had centralized libraries before the Title II program was established. The range is from one each in Hawaii, Oklahoma, and Mississippi to 133 in Texas. In three States - California, Illinois, and Texas - and Puerto Rico, more than 45 new public secondary school libraries were created.

Table 13. Number of New Elementary and Secondary Public School Libraries Established and Number of Pupils Served by These Libraries; Number of Existing Public School Libraries Expanded as a Result of ESEA Title II Programs, Fiscal Year 1968, by Educational Level and State or Outlying Area

State or Outlying Area	Number of New Public School Libraries Established			Number of Public School Pupils Served By New School Libraries			Number of Existing Public School Library Collections Expanded		
	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total
1	2	3	4	5	6	7	8	9	10
Totals	2,639	554	3,193	1,223,469	413,067	1,636,536	42,448	18,646	61,094
Alabama	57	23	80	28,779	14,991	43,770	1,200	812	2,012
Alaska	10	2	12	1,000	560	1,560	220	54	274
Arizona	7	2	9	3,869	3,484	7,353	346	79	425
Arkansas	145	2	147	29,000	769	29,769	760	557	1,317
California	274	46	320	244,874	78,677	323,551	3,174	808	3,982
Colorado	29	6	35	10,614	3,378	13,992	595	302	897
Connecticut	22	3	25	13,264	1,338	14,602	573	229	802
Delaware	4	-	4	1,096	-	1,096	122	61	183
Dist. of Col.	-	-	-	-	-	-	134	51	185
Florida	11	8	19	17,320	14,849	32,169	234	531	765
Georgia	19	11	30	9,022	8,570	17,592	1,344	585	1,929
Hawaii	1	1	2	598	892	1,490	158	51	209
Idaho	12	3	15	2,812	1,651	4,463	150	171	321
Illinois	224	45	269	78,755	30,548	109,303	3,382	978	4,360
Indiana	81	19	100	34,647	12,743	47,390	1,307	510	1,817
Iowa	-	-	-	-	-	-	-	-	-
Kansas	47	10	57	11,663	3,305	14,968	1,112	457	1,569
Kentucky	130	-	130	48,300	-	48,300	665	355	1,020
Louisiana	71	10	81	39,957	8,321	48,278	1,022	546	1,568
Maine	24	4	28	12,710	1,158	13,868	271	171	442
Maryland	45	12	57	20,096	9,665	29,761	921	221	1,142
Massachusetts	131	29	160	52,858	15,241	68,099	683	371	1,054
Michigan	112	19	131	56,750	17,500	74,250	2,093	690	2,783
Minnesota	21	5	26	8,500	3,500	12,000	1,526	565	2,091
Mississippi	29	1	30	13,381	145	13,526	354	669	1,023
Missouri	84	12	96	36,031	8,163	44,194	465	533	998
Montana	-	-	-	-	-	-	486	166	652
Nebraska	25	3	28	4,832	443	5,275	-	-	-
Nevada	-	-	-	-	-	-	180	64	244
New Hampshire	20	-	20	4,000	-	4,000	75	25	100
New Jersey	82	-	82	25,000	-	25,000	961	393	1,354
New Mexico	4	-	4	785	-	785	256	170	426
New York	82	15	97	61,649	16,936	78,585	1,927	808	2,735
North Carolina	11	9	20	4,338	4,373	8,711	1,454	619	2,073
North Dakota	13	12	25	3,629	1,982	5,611	394	233	627
Ohio	232	16	248	124,721	12,152	136,873	2,187	844	3,031
Oklahoma	10	1	11	5,000	850	5,850	755	465	1,220
Oregon	47	-	47	14,100	-	14,100	694	288	982
Pennsylvania	-	-	-	-	-	-	-	-	-
Rhode Island	21	2	23	13,729	1,177	14,906	195	53	249
South Carolina	34	-	34	9,027	-	9,027	430	137	567
South Dakota	7	4	11	2,545	2,575	5,120	1,193	190	1,383
Tennessee	-	-	-	-	-	-	1,555	509	2,064
Texas	331	133	464	124,584	61,729	186,313	2,950	1,647	4,597
Utah	44	8	52	-	-	-	294	141	435
Vermont	3	4	7	-	-	-	331	67	398
Virginia	7	2	9	4,832	2,900	7,732	1,313	474	1,787
Washington	16	-	16	2,668	-	2,668	1,042	479	1,521
West Virginia	15	10	25	23,876	20,785	44,661	694	245	939
Wisconsin	-	-	-	-	-	-	-	-	-
Wyoming	12	-	12	4,551	-	4,551	100	66	166
Guam	-	-	-	-	-	-	21	8	29
Puerto Rico	13	60	73	8,872	45,915	54,787	29	176	205
Trust Territory	-	-	-	-	-	-	27	8	35
Virgin Islands	3	2	5	1,342	1,802	3,144	-	-	-
Bur. Ind. Aff.									

Table 14 shows the number of new public school libraries established, and the number of pupils served by these libraries under ESEA Title II during the first three years of the program. During this period a total of 11,680 new public school libraries were established, serving 5.5 million public school pupils. Of these, 10,277 were public elementary school libraries serving 4.6 million pupils and 1,403 were public secondary school libraries serving 939,408 pupils.

Under the auspices of the U.S. Office of Education, a study was conducted during fiscal year 1968 to evaluate the effects of new media centers in elementary schools serving children from low-income families in Buffalo, Cleveland, and Los Angeles.[1/] Certain factors were common to the nine schools:

1. ESEA Title II provided the impetus for the establishment of the media centers.

2. ESEA Title II was the incentive for an increase in local funds in Los Angeles and Cleveland, and an increase in State funds in Buffalo, for media center materials.

1/ U.S. Department of Health, Education, and Welfare, Office of Education. Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities, Title II, Elementary and Secondary Education Act of 1965: School Library Resources, Textbooks, and Other Instructional Materials. Washington, 1969.

Table 14. Number of New Public School Libraries Established and Number of Pupils Served by These Libraries; Number of Existing Public School Libraries Expanded, Fiscal Years 1966, 1967, and 1968, by Educational Level

ITEM	ELEMENTARY SCHOOLS	SECONDARY SCHOOLS	TOTAL
1	2	3	4
New Public School Libraries Established			
Fiscal Year 1966	3,378	259	3,637
Fiscal Year 1967	4,260	590	4,850
Fiscal Year 1968	2,639	554	3,193
Public School Children Served by New Libraries			
Fiscal Year 1966	1,398,489	144,774	1,543,263
Fiscal Year 1967	2,037,175	381,567	2,418,742
Fiscal Year 1968	1,223,469	413,067	1,636,536
Existing Public School Libraries Expanded			
Fiscal Year 1966	42,346	19,577	61,923
Fiscal Year 1967	48,672	21,924	70,596
Fiscal Year 1968	42,448	18,646	61,094

3. The combined Federal, State, and local funds for annual expenditure for the school media centers were too low to make an appreciable change in the curriculum, teaching methods, or pupil achievement.

4. The scheduling policy affected the accessibility of the media center resources and inhibited the impact of the materials in the instructional program.

5. Principals and teachers exhibited enthusiasm for the potential of the media center program and materials to induce change.

6. The provision of media center resources, staff, and facilities has been instrumental in changing pupil attitudes toward reading and in creating a more critical attitude toward literature.

7. The media center programs are in an elementary stage of development; they have yet to become laboratories for learning and an integral component of the instructional program.

The number of inner-city elementary schools with new media centers established as a result of ESEA Title II included in this study is small compared with the total number of schools with new media centers. It may be assumed, however, that the conclusions drawn from the examinations of

these nine schools reflect the general conditions in most of the elementary school media centers in inner cities.

Maintaining and Increasing Effort

The approved ESEA Title II plans establish means of giving assurance that Federal funds made available under the title will supplement and, to the extent practical, increase the level of State, local, and private school funds that in the absence of Federal funds normally would be budgeted and used for the acquisition of school library resources, textbooks, and other instructional materials.

Data on the total expenditures by State and local public education agencies and private schools for school library resources, textbooks, and other instructional materials, fiscal year 1968, were collected by State departments of education and reported to the U.S. Office of Education. These data with respect to public elementary and secondary schools are shown in Table 15. Table 16 sets out similar data for the private school comparison. The figures in columns 4,7, and 10 of Tables 15 and 16,with columns 5 and 9 of Tables 1 and 2,will provide respective per pupil expenditure in the several States for the fiscal year 1968.

School Library Resources - State and Local Funds Expended

As will be seen in Table 15, the total amount expended from State

Table 15. State and Local Expenditures for School Library Resources, Textbooks, and Other Instructional Materials, by State or Outlying Area and Educational Level, Fiscal Year 1968

State or Outlying Area	School Library Resources1/2/3/4/			Textbooks2/5/6/			Other Instructional Materials2/3/4/		
	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total
1	2	3	4	5	6	7	8	9	10
Totals	$47,594,017	$41,062,907	$150,070,983	$31,636,570	$32,907,046	$40,069,028	$13,107,581	$9,831,805	$34,160,523
Alabama	745,536	973,746	1,719,272	-	-	-	126,854	16,946	143,840
Alaska	902,502	329,256	1,231,758	1,353,746	480,165	1,833,911	601,668	109,752	711,420
Arizona	811,560	513,156	1,324,716	1,973,019	62,094	2,035,113	177,455	81,231	258,686
Arkansas	689,128	459,418	1,148,546	1,476,985	-	1,476,985	-	-	-
California	-	-	22,938,150	-	-	12,082,966	-	-	12,744,641
Colorado	810,841	860,826	1,671,667	-	-	-	635,347	657,689	1,293,036
Connecticut	707,847	1,061,771	1,769,618	2,308,670	2,047,310	4,355,980	142,931	537,690	680,621
Delaware	-	-	426,669	-	-	23,450	-	-	685
Dist. of Col.	180,161	123,776	303,437	587,151	357,936	945,087	320,980	286,891	607,871
Florida	1,961,910	1,697,304	3,659,214	1,940,323	1,896,764	3,837,087	1,251,382	1,120,558	2,373,940
Georgia	-	-	2,282,318	-	-	5,583,680	-	-	-
Hawaii	486,453	211,485	697,938	618,840	328,114	946,954	-	-	-
Idaho	171,289	228,695	399,984	-	-	-	-	-	-
Illinois	5,515,136	4,271,118	9,786,254	-	-	-	-	-	-
Indiana	-	-	10,334,781	-	-	-	-	-	-
Iowa	1,319,250	1,467,472	2,786,722	1,570,026	1,862,882	3,432,908	-	-	-
Kansas	1,175,257	1,089,720	2,264,977	-	-	-	-	-	-
Kentucky	665,514	587,990	1,251,504	231,879	416,452	648,331	276,977	244,781	521,758
Louisiana	-	-	1,401,456	-	-	4,305,256	-	-	-
Maine	335,556	294,887	630,443	896,785	470,346	1,367,131	1,134,448	1,098,495	2,232,943
Maryland	-	-	2,585,006	-	-	5,717,386	-	-	4,201,540
Massachusetts	842,696	1,198,497	2,041,193	3,157,605	3,388,749	6,546,654	955,414	726,153	1,682,567
Michigan	3,744,088	3,100,660	6,844,748	4,480,775	3,350,279	7,840,054	1,250,100	701,200	1,951,300
Minnesota	1,524,705	1,298,823	2,823,528	-	-	-	638,380	543,813	1,180,202
Mississippi	280,272	312,909	593,181	329,142	193,445	522,587	106,685	128,380	235,065
Missouri	-	-	2,708,654	-	-	7,501,233	-	-	1,881,914
Montana	426,626	253,975	680,601	-	-	-	-	-	-
Nebraska	609,132	870,197	1,479,329	-	-	-	-	-	-
Nevada	238,771	151,848	390,619	464,648	313,008	782,746	1,003,300	669,773	1,673,182
New Hampshire	173,418	203,096	376,504	432,418	371,464	803,882	380,469	263,923	644,392
New Jersey	2,394,750	1,928,444	4,323,194	-	-	-	951,308	700,763	1,652,068
New Mexico	352,992	136,925	489,017	1,967,565	550,918	2,518,483	534,884	207,893	742,477
New York	6,142,504	5,714,568	11,857,172	-	-	-	-	-	-
North Carolina	1,792,639	1,230,026	3,022,665	4,141,482	2,532,900	6,674,382	1,519,810	627,913	2,147,723
North Dakota	169,582	251,037	420,619	309,412	449,863	759,275	43,720	64,776	108,555
Ohio	-	-	4,802,420	-	-	11,765,708	-	-	1,189,798
Oklahoma	1,108,254	940,940	2,058,194	1,187,413	1,246,796	2,434,211	-	-	-
Oregon	1,203,836	1,142,421	2,346,257	-	-	-	11,310	450	11,760
Pennsylvania	-	-	11,344,268	-	-	16,036,845	-	-	-
Rhode Island	239,436	198,282	437,718	-	-	-	-	-	-
South Carolina	1,062,900	419,170	1,482,070	-	-	-	-	-	-
South Dakota	252,948	272,310	525,258	-	-	-	-	-	-
Tennessee	-	-	1,886,997	-	-	4,048,241	-	-	2,679,732
Texas	-	-	6,187,959	-	-	17,162,307	-	-	-
Utah	-	-	818,767	-	-	1,271,040	-	-	-
Vermont	191,267	225,418	416,685	345,484	320,940	666,423	8,446	14,289	22,735
Virginia	-	-	3,460,224	-	-	-	-	-	-
Washington	932,890	1,482,589	2,415,479	-	-	-	231,882	436,641	668,523
West Virginia	310,816	371,523	682,339	561,966	363,775	925,761	360,642	289,357	650,599
Wisconsin	7,055,171	4,984,000	12,039,171	-	-	-	-	-	-
Wyoming	70,558	80,976	151,534	171,426	141,172	312,598	194,665	267,058	461,723
Guam	30,000	19,000	49,000	150,000	130,000	280,000	-	-	-
Puerto Rico	36,659	53,341	90,000	903,728	1,596,272	2,500,000	38,200	31,300	70,500
Trust Territory	4,100	6,880	10,980	21,300	15,700	37,000	6,000	4,000	10,000
Virgin Islands	24,877	27,942	52,819	40,460	27,573	68,033	-	-	-

1/ No separate figures were reported for elementary and secondary levels for Delaware, Pennsylvania, Maryland, Virginia, Georgia, Tennessee, Indiana, Ohio, Missouri, Louisiana, Texas, Utah, and California.

2/ Textbooks and other instructional materials were included in the figures reported on school library resources for Indiana and Wisconsin.

3/ Other instructional materials were included in the figures reported on school library resources for the Virgin Islands.

4/ Detail does not add to total for Colorado.

5/ No separate figures were reported for elementary and secondary levels for Delaware, Pennsylvania, Maryland, Georgia, Tennessee, Ohio, Missouri, Louisiana, Texas, Utah, and California.

6/ No separate figures were reported for the secondary level for Arkansas.

7/ No separate figures were reported for elementary and secondary levels for Delaware, Maryland, Tennessee, Ohio, Missouri, and California.

Table 16. Private School Expenditures for School Library Resources, Textbooks, and Other Instructional Materials, by State or Outlying Area and Educational Level, Fiscal Year 1968

State or Outlying Area	School Library Resources 1/2/3/7/			Textbooks 2/3/4/7/			Other Instructional Materials 2/4/5/6/7/		
	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total
1	2	3	4	5	6	7	8	9	10
Totals	$ 6,050,995	$3,409,312	$12,306,626	$3,892,803	$1,247,755	$13,888,120	$2,775,101	$ 925,481	$4,689,694
Alabama	29,242	10,566	39,808	-	-	-	14,552	380	14,932
Alaska	11,808	5,390	17,198	-	-	-	3,280	578	3,858
Arizona	25,433	21,978	47,411	-	-	-	10,465	550	11,015
Arkansas	-	-	31,071	-	-	-	-	-	-
California	-	-	716,489	-	-	1,380,469	-	-	414,025
Colorado	36,261	25,886	62,147	-	-	-	50,399	22,184	72,583
Connecticut	384,264	241,646	625,910	705,343	117,102	822,445	169,334	92,625	261,959
Delaware	24,460	40,805	65,265	-	-	-	-	-	-
Dist. of Col.	-	-	-	-	-	-	-	-	-
Florida	993,719	58,161	1,051,880	86,590	21,769	108,359	49,964	10,997	60,961
Georgia	23,298	19,260	42,558	47,132	15,688	62,820	10,580	17,706	28,286
Hawaii	102,105	47,476	149,581	70,837	29,056	99,893	-	-	-
Idaho	9,865	3,115	12,980	-	-	-	-	-	-
Illinois	1,101,002	467,820	1,570,822	-	-	-	-	-	-
Indiana	-	-	691,212	-	-	-	-	-	-
Iowa	156,057	93,195	249,252	161,712	91,645	253,357	-	-	-
Kansas	89,778	35,202	124,980	-	-	-	-	-	-
Kentucky	75,826	83,870	159,696	94,013	50,184	144,197	44,306	29,002	73,308
Louisiana	91,154	68,063	161,217	385,045	57,242	442,287	-	-	-
Maine	17,604	24,482	42,086	-	-	-	-	-	-
Maryland	112,955	144,762	257,717	42,980	32,239	75,219	39,186	22,463	61,649
Massachusetts	233,661	226,897	460,558	670,945	293,659	964,604	199,699	61,169	260,868
Michigan	393,178	155,440	548,618	45,000	22,000	67,000	360,120	96,700	456,820
Minnesota	125,000	95,000	220,000	-	-	-	55,000	15,000	70,000
Mississippi	-	-	-	-	-	-	-	-	-
Missouri	193,616	154,368	347,984	1,179,312	382,601	1,561,913	177,582	44,886	222,468
Montana	22,897	13,143	36,040	-	-	-	-	-	-
Nebraska	69,000	53,000	122,000	229,300	57,000	286,300	11,000	-	11,000
Nevada	3,119	1,200	4,319	19,918	-	19,918	7,228	500	7,728
New Hampshire	17,305	27,515	44,820	61,883	28,835	90,718	26,562	21,959	48,521
New Jersey	214,931	253,195	468,126	-	-	-	84,636	44,654	129,290
New Mexico	-	-	34,440	-	-	137,943	-	-	22,960
New York	798,796	734,438	1,533,234	-	-	-	-	-	-
North Carolina	32,117	21,550	53,667	23,772	12,034	35,806	8,557	8,178	16,735
North Dakota	22,988	13,629	36,617	19,122	8,096	27,218	3,789	5,334	9,123
Ohio	-	-	701,047	-	-	2,065,588	-	-	482,439
Oklahoma	91,334	23,957	115,291	-	-	-	-	-	-
Oregon	82,014	46,027	128,041	-	-	-	2,628	-	2,628
Pennsylvania	-	-	1,636,132	-	-	4,787,843	-	-	-
Rhode Island	65,906	35,750	101,656	-	-	-	-	-	-
South Carolina	9,752	1,055	10,807	-	-	-	-	-	-
South Dakota	17,506	13,895	31,401	-	-	-	-	-	-
Tennessee	-	-	-	-	-	116,628	-	-	-
Texas	294,869	100,052	394,921	-	-	-	-	-	-
Utah	-	-	-	-	-	-	-	-	-
Vermont	5,931	6,771	12,702	-	-	-	1,977	3,078	5,055
Virginia	-	-	-	-	-	-	-	-	-
Washington	58,243	34,978	93,221	-	-	-	42,379	20,092	62,471
West Virginia	4,951	4,622	9,573	17,287	11,408	28,695	5,652	3,781	9,433
Wisconsin	-	-	-	-	-	-	1,389,638	403,229	1,792,867
Wyoming	5,050	1,153	6,203	14,192	2,171	16,389	6,588	436	7,024
Guam	-	-	-	17,820	15,000	32,820	-	-	-
Puerto Rico	-	-	194,887	-	-	259,091	-	-	69,688
Trust Territory	-	-	-	-	-	-	-	-	-
Virgin Islands	-	-	-	-	-	-	-	-	-

1/ No separate figures were reported for elementary and secondary levels for Pennsylvania, Puerto Rico, Ohio, Arkansas, New Mexico, and California.

2/ Expenditures for textbooks and other instructional materials were reported in school library resources for Arkansas and Oklahoma.

3/ No separate figures were reported for elementary and secondary levels for Pennsylvania and Puerto Rico.

4/ Expenditures for school library resources and other instructional materials were reported in textbooks for Tennessee.

5/ No separate figures were reported for elementary and secondary levels for Puerto Rico.

6/ No separate figures were reported for the secondary level in Nebraska.

7/ Expenditures for school library resources and textbooks were reported in other instructional materials for Ohio and Wisconsin.

and local funds to provide school library resources for the use of public school children and teachers participating in ESEA Title II, fiscal year 1968, was $159 million. Thirteen States - California, Delaware, Georgia, Indiana, Louisiana, Maryland, Missouri, Ohio, Pennsylvania, Tennessee, Texas, Utah, and Virginia - were able to provide only totals, so that no figures could be shown by grade level. Of the rest, $47 million went for elementary school library resources, and $41 million for secondary.

The range reported in State and local funds for elementary school library resources went from $4,100 in the Trust Territory of the Pacific Islands to $6.1 million in New York. (The $7 million reported as expended in Wisconsin includes expenditures for textbooks and other instructional materials as well as school library resources). Thirteen States--Florida, Illinois, Iowa, Kansas, Michigan, Minnesota, New Jersey, New York, North Carolina, Oklahoma, Oregon, South Carolina, and Wisconsin--reported State and local expenditures for elementary school library resources over $1 million. For the other 37 States, the District of Columbia, and four outlying areas reporting, the average expenditure per public elementary school child participating in the Title II program was about $3.01, an increase of about 45 cents above the amount reported for school library resources in 45 States in 1967.

The range of State and local funds for secondary school library resources ran from $6,880 in the Trust Territory of the Pacific Islands to $5.7 million in New York. Fourteen States--Connecticut, Illinois, Iowa, Kansas, Massachusetts, Michigan, Minnesota, New Jersey, New York, Florida, North Carolina, Oregon, Washington, and Wisconsin -- reported expenditures over $1 million. (Wisconsin's $4.9 million again includes expenditures for textbooks and other instructional materials as well as school library resources.) For the other States, the District of Columbia and four outlying areas, the average expenditure per secondary school pupil participating in the ESEA Title II program was about $4.27, only a five cent increase from the amount per pupil reported in 45 States in 1967.

School Library Resources - Private School Funds Expended

Of the $12.3 million spent to provide schoollibrary resources for the private school children and teachers participating in the ESEA Title II fiscal year 1968 (Table 16), $6.0 million was used in private elementary schools and $3.4 million in private secondary schools in the States that reported by school level; some States provided only totals without distinction by school level.

The private school range reported for elementary school library resources went from $3,119 in Nevada to $1.1 million in Illinois. (The totals reported by Arkansas, Ohio, Oklahoma, and Wisconsin include expenditures for textbooks and other instructional materials as well as school

library resources.) Thirteen States--Connecticut, Maryland, Massachusetts, New Jersey, New York, Florida, Hawaii, Illinois, Iowa, Michigan, Minnesota, Missouri, and Texas -- reported expenditures over $100,000. For the 39 States reporting private school funds expended for elementary school library resources, the average per private elementary school child was about $3.10, an increase from fiscal year 1967 of 38 cents.

For private secondary school library resources the range reported was from $1,153 in Wyoming to $734,438 in New York. Nine States reported expenditures over $100,000--Connecticut, Massachusetts, New Jersey, New York, Maryland, Illinois, Michigan, Missouri, and Texas. (The figures reported for Arkansas, Ohio, Oklahoma, and Wisconsin include expenditures for textbooks and other instructional materials as well as school library resources). For the 38 States reporting private school expenditures for secondary school library resources, the average expenditure per private secondary school child was about $3.30, an increase from fiscal year 1967 of about 20 cents.

Textbooks - State, Local, and Private School Effort

Thirty-seven State departments of education reported a total of $40 million in State and local expenditures to provide textbooks for public school children (Table 15). Of this amount, elementary schools took $31.6 million; $22.9 million went for secondary school library resources. Thirty States were unable to give textbook

414-457 O - 71 - 4

expenditures by school level.

Private school expenditures for textbooks totaled $13.8 million (Table 16). Elementary school textbooks took $3.8 million, with a reported $1.2 million for secondary school textbooks. Textbook expenditures from private school funds were not reported for 27 States, the District of Columbia, the Virgin Islands, and the Trust Territory of the Pacific Islands. No separate figures for elementary and secondary levels were reported by six additional States and Puerto Rico.

Other Instructional Materials - State, Local, and Private School Effort

In 20 States, the District of Columbia, Puerto Rico, and the Trust Territory of the Pacific Islands, the total of State and local expenditures reported for other instructional materials for public school children and teachers was $34.1 million (Table 15). Six States reported only total expenditures. Of the rest, $13.1 million was spent for public elementary school children and teachers while $9.8 million was reported expended for public secondary school children.

Private school expenditures for other instructional materials in 28 States and Puerto Rico totaled $4.6 million; $2.7 million was identified as for elementary schools and just under a million for secondary schools (Table 16). Some States reported only totals. Twenty-three States, Guam, the Trust Territory of the Pacific Islands, and the Virgin Islands provided no figures.

Standards for Instructional Materials

In fiscal year 1968, many States continued to develop or revise standards for school library resources, emphasizing provisions for a unified media program and setting new or improved requirement levels.

A number of States have conducted surveys of media collections and services in local education agencies and reported significant gains in meeting standards. For example, in Delaware 37 percent of school libraries now have unified media programs, with 25 percent of school libraries attaining 1960 American Association of School Librarians standards and eight percent attaining Department of Audiovisual Instruction standards (1966) for one or more types of audiovisual materials.

Florida reported substantial gains in the proportion of schools meeting minimum State standards for school library resources. The State accreditation report for the school year 1967-8 indicates that 98 percent of the public schools met the minimum library book requirement of five educationally useful books per student. Forty-six percent of the schools met the highest requirement of 10 books per student. There has also been comparable gain in materials other than books.

Kansas reported: "With the continued use of local, State, and Federal funds, schools now own and circulate approximately 12 books, 5 filmstrips, and one recording per pupil. The newer media such as 8mm film loops, art and study prints, and transparencies are in short

supply. Microform is not being used extensively even in secondary school media centers. At the present rate of local, State, and Federal funding, it will be at least ten years before Kansas schools can meet minimum standards for adequate media center resources."

The Maryland report states: "There is no doubt that ESEA Title II has had a significant impact on building collections of both print and nonprint materials. However, the impact is not as great as we had anticipated because of the lack of full funding. In September 1965, 77 percent of all schools in the State had fewer than 5,000 volumes, the State minimum standard. In June 1968 after three years of Title II, this figure had dropped to 64.6 percent - an improvement of 12.4 percent. In our 1962-3 survey, 61.6 percent of all public schools with centralized libraries had some professional staff. The 1968 survey revealed that 70.5 percent of all schools, public and private, had some professional staff. The discouraging factor is that after three years of Title II funds and greatly increased expenditures by local districts, the State standard for book collections still has not been achieved by 89 percent of the schools in the State."

A study of schools in North Carolina showed that the number of library books rose from 7.4 per pupil in 1964 to 10.2 per pupil in 1968. The number of periodical subscriptions rose from 26 per school to 31.8 during the same period. The increase in filmstrips was from 252 per school in 1964 to 1,313 in 1968. The number of recordings rose from 168 to 1,134 per school.

New Jersey reported an increase in average per pupil expenditures for school library resources of $2.64 from 1965 to 1967, an increase of about 25 percent. The gain in volumes per pupil over a three-year period was only slightly more than one book per pupil; however, the total library book stock in the State's public schools increased by more than two million volumes.

Rhode Island reported an increase from 3.8 books per pupil in 1965 to 6.2 books per pupil in 1969 - almost 39 percent. The percentage of public schools with centralized libraries increased from 42 percent in 1965 to 88 in 1969. During this same period, the library book budget increased from 66 cents to $2.80 per pupil.

A study of public school libraries in Oregon conducted in 1967 showed clear progress since 1964 in facilities, collections, budget, personnel, and accessibility of materials. Specific examples:

(1) The percentage of schools having centralized libraries increased from 72 to 91;

(2) The percentage of libraries with fully organized materials increased from 73 to 90;

(3) The percentage of schools having at least 8 books per student increased from 56 to 76;

(4) The percentage of schools spending $5 or more per student rose from 9 to 43;

(5) The accessibility to library materials and facilities has increased considerably.

The Oregon study showed that the greatest gain had been made by the State's elementary schools. Library staff had increased considerably, from 152 in 1964 to 302 in 1967. The study also cited the most noticeable areas needing improvement, e.g., the 44 percent of schools that fail to meet minimum State standards of 10 books per child, the 40 percent of libraries that lack cataloged audiovisual collections, and the 20 percent that do not have the services of certified personnel.

Coordination

In fiscal year 1968, coordination of the ESEA Title II program, not only with other titles of ESEA but with a number of other Federal financial assistance programs, continued, with consequent gain in educational benefits. State departments of education have encouraged such coordination in many ways. In California, for example, the State Department of Education Committee for the Coordination of Federal Programs was established and met monthly during fiscal year 1968, to coordinate Federal programs to avoid unnecessary duplication of funding and supplanting of district effort by Federal funds, and to provide assurance that critical areas of concern in education are included in the program.

As in fiscal years 1966 and 1967, the most extensive Title II coordination involved programs funded under ESEA Title I and Title III of the National Defense Education Act (NDEA).

In elementary schools serving disadvantaged children, Title I funds are frequently used to obtain media facilities, professional and clerical media personnel, and media center equipment and supplies which are not eligible under ESEA Title II. Title II funds are used to acquire instructional materials such as books, filmstrips, transparencies, recordings, etc.

The scope of Title I assistance in school media programs is illustrated by the following examples:

- California reported that Title I funds were used to obtain media facilities, bookmobiles, professional and clerical media personnel, and equipment. School districts were urged to consider the special needs of educationally and economically deprived children in the selection of materials acquired under the Title II program.

- Rhode Island reported that three Title I projects provided for media personnel, remodeled facilities, and new materials and equipment. Use of the media center was a major factor in reading, music, and other projects funded under Title I.

- In South Carolina, funds provided under Title II had a tremendous effect in increasing instructional

resources in subject fields. Until funds were available under ESEA Title II, there was only one district library supervisor in the State. There are now 16. Also under Title I, 523 library positions were approved.

- In Vermont, the Title I consultant reported the coordination of programs under Titles I and II, resulting in library service in buildings which had no libraries before. The Title I remedial reading program benefits from the availability of library books, materials, and personnel.

Coordination of NDEA Title III and ESEA Title II was widely reported at State and local levels. Media and subject specialists employed in State departments of education with NDEA Title III funds on a matching basis frequently gave consultative assistance in the selection, organization, and use of instructional materials acquired under Title II. ESEA Title II was frequently a source of funds to provide the audiovisual materials needed for equipment used in listening centers, in learning laboratories, and in projection and other equipment acquired under NDEA Title III. Materials acquired under the NDEA Title III program are frequently processed and cataloged and made available through school media centers.

Other examples of the coordination of ESEA Title II programs with other programs of Federal financial assistance are cited below:

- Georgia reports that an ESEA Title III project designed to improve educational programs in the Atlanta Central City Community has utilized ESEA Title II funds for instructional materials.

- Iowa reports that regional subagencies administering the ESEA Title II program have used ESEA Title VI funds to acquire special education materials.

- Oregon and New York are among States reporting that representatives from the Title II staff serve on Library Services and Construction Act advisory committees or that LSCA staff serve on ESEA Title II advisory committees. Other forms of coordination between LSCA and Title II in fiscal year 1968 include cooperative planning by local school and public library administrators concerning library service to students in the same geographic area and cooperative planning in selection of materials, inservice education, processing, and interlibrary loan.

Staff Development

State departments of education continued their programs of providing leadership, supervision and staff development opportunities to local educational agencies participating in the ESEA Title II program. Many of the States have provided leadership and guidance in conducting inservice training for teachers, school librarians, and audiovisual specialists in the selection, organization, and effective use of media to support and improve the instructional program, emphasizing the concept of the unified media center. Some examples of the variety of staff development opportunities related to school media programs:

- Arkansas reports that staff development programs have been effective but limited because of lack of adequate staff on the State level and limited time for this service. Consultative service has been given through State meetings, district or regional meetings, several local programs, meetings with library science classes of the colleges of the State, and through bulletins and correspondence.

- A conference for School Library Leadership Personnel at Monte Corona, California, in August 1967 was planned as a result of expressed needs by schools participating in the Title II program. The 200 participants included

school librarians, administrators, curriculum specialists, and audiovisual specialists. The representative personnel who influence the immediate and long-range developments in school library programs met to plan more effective utilization of school library resources, personnel, and services. Authorities in a multiplicity of disciplines and professions helped participants to examine current problems.

- The Title II staff in cooperation with METRO (Metropolitan Effort Toward Regional Opportunity - an ESEA Title III project), held a series of five workshops in Connecticut for school librarians in the use and production of instructional material. The objective of these workshops was to increase the effectiveness of school librarians in the promotion of more effective use of audiovisual materials in learning and instruction. A better understanding of the use of a variety of media -- transparencies, mounted study prints, audio tapes, slides, and microfilm -- was provided through actual workshop experience in producing and evaluating these materials.

- The Maine Title II staff has cooperated with reading, social studies, and elementary principals associations in conducting conferences on the importance of library materials in individual instruction.

- A Media Mobile unit was used in Michigan for staff development by six intermediate districts, or combination of districts, for a four to five-week period. Each State school library consultant worked with the district in planning and executing these inservice programs.

- A one-day regional workshop on the utilization of maps and globes for teachers and school librarians was held in New York. Outstanding consultants in education and librarianship, and commercial publishers of maps and globes presented programs dealing with the selection, acquisition, processing, storage, and utilization of this relatively new addition to the resources of the school library.

- Seven regional school library workshops were held in Oklahoma during November and December. The wide range of topics for discussion included intellectual freedom, book selection policies, processing book and nonbook materials, teacher-librarian cooperation in utilization of materials, recruitment, vertical files, school and public library relationships, goals, the use of the overhead projector, and the responsibility

for centralizing libraries.

- Conferences and meetings have been conducted in Puerto Rico with audiovisual coordinators and representatives of private schools to clarify ideas on the preparation of proposals and to provide evaluative criteria in the selection of materials. An inservice training program for teachers has been conducted throughout the Island by the regional, school district, and school audiovisual coordinators. A general orientation meeting was conducted for 73 newly appointed librarians.

Services to Handicapped Children and Their Teachers

Eligible handicapped children are those enrolled in regular public and private schools which either comply with the State compulsory attendance laws, or are recognized by some other procedure customarily used in the State. Under the ESEA Title II program, school library resources, textbooks, and other instructional materials have been made available to handicapped children according to the relative need of the children and their teachers for these materials. Materials have also been loaned, according to need, to handicapped children in special schools for the mentally or physically handicapped, where education equivalent to that of the public elementary or secondary school is provided.

A number of ESEA Title II State plans made specific provision for handicapped children and their teachers. For instance:

- California has, since the inception of the Title II program in 1965, reserved funds to provide textbooks for the use of visually handicapped children, grades 9-12. The materials are obtained and circulated by the Clearinghouse - Depository for the Visually Handicapped, State Department of Education.

- Indiana reserves for the State Division of Special Education a proportion of the State allotment to provide materials for visually handicapped children.

- Instructional program needs for the handicapped has been established as one of three priorities for approval of Title II project applications in New York in fiscal year 1969.

Instructional materials for the use of handicapped children and their teachers have also been provided in some States through special-purpose grants under the ESEA Title II program. For example:

- Materials are available in the Educational Service Center, Wicomico County, Maryland, to serve handicapped junior high school students participating in a cooperative education-vocational rehabilitation project.

Books, audiovisual materials, and other materials are used in a program designed to help students prepare for and eventually obtain suitable employment.

- Multimedia materials are available to serve the special education needs of handicapped children within the area served by the Board of Cooperative Educational Services, Tompkins-Ithaca, New York.

- A school media center designed to supply appropriate multimedia materials for the use of 150 mentally handicapped children and their teachers has been established at Baldwinsville Academy and Central School, Baldwinsville, New York.

The scope of Title II support of instructional programs for handicapped children is further illustrated by the following excerpts from States' reports for fiscal year 1968:

- Arkansas reported that children and teachers in five State institutions participated in the Title II program, including schools for the visually handicapped and for deaf children, a school for mentally handicapped children, two correctional institutions, and a school located at the State Tuberculosis Sanatorium.

- In Connecticut, materials provided under the Title II program were coordinated with the program under Section 313 of Title I, ESEA (Provisions for Institutions for the Deaf) to serve children and their teachers at the Mystic-Oral School.

V. SPECIAL-PURPOSE GRANTS PROGRAM IN 30 STATES

Under the ESEA Title II program, special-purpose grants are made to meet requirements of children and teachers in special or exemplary instructional programs. The first annual report of the Title II program discribed briefly the special-purpose grants program in the 17 States where special projects were funded in fiscal year 1967. 1/ The second annual report provided information on the special-purpose projects in 19 States identifying programs serving students with special needs. 2/

In fiscal year 1968, the special-purpose grants were awarded in 30 States. The materials provided under the projects were used in programs with various curriculum emphases, e.g., arts and humanities, vocational education, and social studies. Materials were also provided for the use of students with special needs and to support pupil personnel services.

1/ U.S. Department of Health, Education, and Welfare, Office of Education. First Annual Report, Fiscal Year 1966, Title II, Elementary and Secondary Education Act of 1965: School Library Resources, Textbooks, and Other Instructional Materials. Washington: U.S. Government Printing Office, 1967. pp. 52-60.

2/ _____. Second Annual Report, Fiscal Year 1967, Title II, op. cit., pp. 41-54.

Table 17. ESEA Title II, Special-Purpose Grants at a Glance

Number of States with special-purpose grants in:

1966	17	(California, Delaware, Kansas, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New York, North Carolina, Ohio, Pennsylvania, Vermont, Virginia)
1967	19	States
1968	30	States

Number of States adding program for first time in:

1967	3	(New Hampshire, Oregon, South Dakota)
1968	11	(Alabama, Arizona, Connecticut, Florida, Illinois, New Mexico, North Dakota, Washington, Wisconsin, Wyoming, and District of Columbia)

Number of States dropping program in:

1967	1	(Vermont)
1968	0	

Number of States increasing amount available for grants in:

1967	2	(New York, North Carolina)
1968	5	(Massachusetts, Nebraska, New York, North Carolina, Virginia)

Estimated number of special-purpose grants in:

1966	150
1967	400
1968	400

Estimated expenditures for materials in special-purpose grants in:

1966	$5	million
1967	$8	million
1968	$7	million

How the Funds Were Spent

During the first three years of operation (fiscal years 1966-68), the estimated cost of school library resources, textbooks, and other instructional materials acquired for use in special-purpose projects amounted to more than $20 million. The program required no State or local matching funds. The amount represents slightly more than 6 percent of the ESEA Title II appropriation for the three years. During this period, more than 950 special-purpose projects were approved in 30 States for both elementary and secondary schools.

Eligible instructional materials under the ESEA Title II program include library books, textbooks, periodicals, documents, pamphlets photographs, reproductions, pictorial or graphic works, musical scores, maps, charts, globes, tape and disc recordings, processed slides, transparencies, films, filmstrips, kinescopes, video tapes, and other kinds of printed and published and audiovisual materials. The types of instructional materials acquired for use in special or exemplary instructional programs reflect the needs of the children and teachers participating in the programs. There is a constant effort to emphasize the use of the school library as a learning laboratory, providing a sufficient variety of materials for the independent study activities of all students.

Frequently, as schools and school libraries moved toward the development of unified media programs, the special-purpose grants projects emphasized

audiovisual materials. For example, Ohio reported that more than 81 percent of special-purpose grant funds were used for the acquisition of audiovisual materials in the 18 special-purpose grants funded in fiscal year 1968, an expenditure of more than $412,880.

Under the ESEA Title II program, children and teachers in some elementary and secondary schools have had the use of various kinds of materials not previously available to them, e.g., microform, art prints, music scores, 8mm film cartridges, tape cassettes, video tape, paperback books, etc.

Availability of greater amounts of instructional materials under the ESEA Title II program tends to increase the number of schools which permit borrowing of materials for teacher, pupil, and parent use at home as well as at school. In many schools, special training programs have been developed to acquaint children, teachers, and parents with the operation of equipment and care of materials.

Open Door To Learning, a brochure developed in the Oregon State Department of Education to describe the demonstration school library program in fiscal year 1968, states:

> Children at Mt. Vernon Elementary School in Springfield can now take home art prints, filmstrips, film loops, tapes, and records, in addition to books and magazines. In one of the older buildings of Springfield, Mt. Vernon serves many children who lack economic and cultural advantages.

The newly organized checkout program increases interest in learning by exciting the student's imagination and stimulating his desire to learn more.

Some projects supporting special curriculum emphases funded through special-purpose grants in fiscal year 1968 are described in the following sections.

Arts and Humanities

In Jackson, Ohio, by way of example, a cultural resource center has been developed to serve 1,105 children in grades 1-8 of five rural elementary schools. The multimedia collection of art, music and poetry materials is designed to enhance the cultural development of rural elementary school children.

In fiscal year 1968, the North Carolina Department of Public Instruction used Title II funds to support the acquisition of basic materials to be used in experimental and innovative programs and of special materials not ordinarily considered basic to a school's collection. Printed and audiovisual materials form an in-depth art reference collection for children and teachers in Gates County which they may use to relate art to the total curriculum and to the cultural development of the individual. School library resources in art, music, literature, and history are available for Asheboro, North Carolina, secondary school students and teachers who are participating in the humanities program.

Governor Thomas Johnson High School, Frederick County, Maryland, is a pilot school for the Yale University Music Program. Records, tapes, and music scores support the music curriculum and are available for students for leisure time use.

Minority Groups in American History and Culture

Many State departments of education have made special efforts under the Title II program to encourage the selection of printed and audiovisual materials which treat all ethnic groups with fairness and which increase student awareness of the historical, political, and social importance of minority groups. Special-purpose project grants under ESEA Title II have provided support for independent and group study, reading, listening, and viewing about minority groups.

Examples of programs where materials emphazising the contribution of minority groups to American history and culture are utilized include:

- A media center serving 38,000 students, grade K-8 in 45 schools in New York City, District No. 6, provides multimedia resources on the contribution of Negroes and Puerto Ricans to the history and development of the State of New York.

- Pupils in four elementary schools and a secondary school in Clark County School District, Las Vegas, Nevada, are using materials in programs designed to give them an appreciation of the contributions made to American life and culture by minority groups.

- The curriculum materials center in Worcester, Ohio, houses a special collection of materials in African Studies for secondary school pupils.

- Secondary school students in Troy, Ohio, have access to a social studies resource center located in the main school media center, the special collection emphasizing minority groups in American history and their contribution to American life and culture.

Vocational Education

Under the ESEA Title II program, instructional materials were made available to vocational education pupils enrolled in regular public and private elementary and secondary schools, according to the relative need of pupils and teachers for instructional materials. Also, instructional materials were made available, according to need, to pupils enrolled in trade and vocational schools which offer education equivalent to that offered by the public elementary and secondary schools. In 10 States, special-purpose grants have provided materials for pupils and teachers in vocational education programs.

- Approximately 1,700 secondary school pupils in Deer Park, New York, are using a model collection of resources pertaining to the field of comprehensive industrial arts. The materials were chosen to support courses in woodworking, metal shop, automotive mechanics, print shop, and plastics.

- Senior high boys and girls in Olmsted Falls, Ohio, are using multimedia materials in connection with a vocational home economics course. These materials assist in giving direction and insight into the dynamics and knowledge of satisfactory marriage and responsible parenthood.

- School library resources provided under ESEA Title II support a pilot program placing emphasis on occupational information in agriculture, auto mechanics, business education, and homemaking at Monache High School, Porterville Union High School District, Tulare County, California.

- The school media program at West Linn High School, West Linn, Oregon, creates a climate for learning and provides opportunity for individual use of many learning materials. Vocational education, academic subjects, and pupil personnel services are integrated through media. Students have time to sample many curriculum interests.

- Students at the New Mexico Boy's School utilize books, audiovisual materials, and laboratory texts in such vocational courses as automobile and machine shop, food service, welding, etc. Tapes, films, and transparencies

support classroom instruction and counseling conferences on proper job application procedures and work attitudes.

- The South Colonie Central School District, Albany, New York, has established a business education resource center in a secondary school media center serving students enrolled in business-related subjects. The center is equipped with extensive audiovisual facilities, which are used in secretarial studies, accounting, and commercial geography.

Staff Development

The numbers of elementary and secondary school teachers who participated in the ESEA Title II program in fiscal year 1968 are shown in Tables 1 and 2. The figures represent teachers whose pupils had the use of materials acquired under the program, not the number of teachers who had the use of professional materials provided to some degree by Title II. Teachers include principals, guidance counselors, school media specialists, or other members of the instructional or supervisory staff. Some special-purpose grants have emphasized service to teachers and have provided materials for use in staff development programs. At a summer inservice program in Novato Unified School District, Marin County, California, new educational techniques designed to create an atmosphere of inquiry and discovery were

initiated, with the inservice activity concentrated on selection and use of media and on effective methods of integrating media into the curriculum.

A media program at Banks Model School, Banks, Alabama, is experimenting with applications of technology to assist in making them more feasible for widespread use. New media now in use include random access equipment, videotape recorders, and individualized program materials.

One of the indirect benefits of the ESEA Title II special-purpose grants projects is their coordination with preservice teacher-education programs. A few States have included, among selection criteria, consideration of plans for making the project available for teacher training purposes, or for its proximity to a teacher-training institution.

Examples of laboratory schools enrolling children and teachers receiving special-purpose grants are:

- Stafford Elementary School, student teaching center for University of Alabama, Tuscaloosa;
- Monache High School, Porterville Union High School District, Tulare County, California, student teaching center for California Polytechnic College and San Jose State College;

- Ackerman Elementary School, LaGrade, Oregon, laboratory school for Eastern Oregon University.

College and university students who study and work in the special-purpose grants schools have the opportunity to be taught the selection and use of instructional materials in an atmosphere where students and teachers take full advantage of the resources and services of a superior program. Teachers and media personnel work individually with student teachers to instruct them in the effective selection, evaluation, and use of materials in all formats.

Pupil Personnel Services

In a number of States, special-purpose grants have provided instructional materials for use in pupil personnel services, especially in guidance and counseling. These materials have been made available for use by pupils and teachers according to need.

Elementary and secondary school pupils enrolled in Scioto Valley Local Schools, Piketon, Ohio, are served by a career guidance center stocked with multimedia resources. The availability of these materials supports an interdisciplinary approach to career guidance.

At Buckner Elementary School, Wichita, Kansas, librarians and teachers have selected school library resources with a wide range in form, difficulty, and subject matter. The materials are being used to develop a bibliotherapy approach to meet the educational needs of

pupils. Unique cataloging techniques, individualization of instruction, and staff development are directed toward making the project innovative and exemplary. Guidance materials loaned to pupils at St. Elizabeth High School, St. Elizabeth, Missouri, include sound filmstrips developed by leading authorities covering the four fields of social adjustment, school orientation, careers, and college planning. Students involved in independent study also have access to a microfilm collection. A similar program at White Pine High School, Ely, Nevada, provides students with materials to guide them in making occupational choices, to help them in forming educational goals, and to develop sound study habits.

Cultural or Linguistic Needs of Children and Teachers

In the development of relative need criteria for the allocation of school library resources, textbooks, and other instructional materials among elementary and secondary school children and teachers, one priority to be considered is the cultural or linguistic needs of children and teachers. Several States have funded special-purpose grants projects under ESEA Title II to support programs that serve such children and their teachers. Special attention is given in these projects to the selection of materials to help culturally and educationally deprived children to acquire more adequate communication skills.

Under the ESEA Title II program, the Harlem Educational Resources Center has been provided with materials for teachers and children in

schools in New York City. The general emphasis is on reading improvement and on English as a second language for Spanish-speaking students.

Funds provided under ESEA Titles I and II were coordinated to establish an exemplary media program at Weed Elementary School, Weed Union Elementary School District, Siskiyou County, California. A variety of informational and recreational materials were selected, with the needs of the pupils from bilingual families a high priority. Titles I and II, ESEA, were also coordinated in a Spanish language development program at Penasco, New Mexico. Spanish-language library books appropriate to the interests and abilities of the students are provided.

Secondary school foreign-language students in Independence Local School District, Cuyahoga County, Ohio, are using media in Spanish, German, and French to develop their understanding of other cultures.

Cullman, Alabama, students have made use of foreign-language tapes in three languages. German and French encyclopedias are also available in language classes.

A model media center at Sodus Central School, Sodus, New York, serves a school district with a large migrant population. Specialized materials are used to strengthen communication skills. The school district operates an extensive summer program and materials will be

made available under the direction of a professional media specialist.

Disadvantaged Children and Children in Inner-City Schools

Some State plans for ESEA Title II have given high priority to schools enrolling children from low-income families, especially children in inner-city schools. Special-purpose grants of instructional materials have helped these schools design special programs to meet the needs of these children. Of the $20 million expended for special-purpose grants under Title II, fiscal years 1966-68, approximately $10.5 million, or over 52 percent, went for programs serving nearly 3 million children from low-income families. 3/

Local funds provided a new media center for pupils and teachers at W.C. Handy Elementary School, Florence, Alabama. Large quantities of multilevel, multimedia materials made possible by Title II are loaned from the media center to the 27 classrooms each day. Teachers are able to meet more of the needs and abilities of students at varying levels through the resource assistance of the media specialist.

3/ U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Elementary and Secondary Education. How ESEA Title II Meets the Educational Needs of Poor Children. A Special Report. February 1969. p. 5.

An exemplary media program established in Sobrante Park Elementary School, Oakland City Unified School District, Alameda County, California, serves to demonstrate the role of a good media program in education. Students and teachers in this urban, middle-to-low socioeconomic community use media extensively as part of the curriculum.

The newly organized media program in Mt. Vernon Elementary School, Springfield, Oregon, serves many children who lack economic and cultural advantages. The objective of the program is to excite the student's imagination and increase his interest in learning. Media in many areas of knowledge and many forms of creative expression are provided to stimulate the interests, appreciations, and curiosities of children.

Early Childhood Education

The age limits of children eligible to participate in the ESEA Title II program are the permissible ages for attendance at the public elementary and secondary schools of the State. Where a State provides kindergarten or prekindergarten education programs for children in public schools, such children are also eligible to participate in the ESEA Title II program.

Early childhood education programs generally include instruction at the nursery, kindergarten, and primary (grades one, two, and three) levels. Title II special-purpose grants in a number of States are

frequently designed to support language arts programs, emphasizing reading skills.

In New York City, an early childhood reading center has been developed to provide enrichment materials for use by children in grades 1 and 2 who are included in the district reading clinic program. The reading center serves students from 34 public and private schools in District 16K and books and audiovisual materials were chosen to strengthen the language arts program and encourage reading. The selected materials give emphasis to urban life and Negro and Puerto Rican heritage.

A multimedia collection of materials is available to pupils, grades K-6, enrolled at Brookfield Elementary Schools, Fairfax County, Virginia. Print and audiovisual materials are used in individualized instruction along with appropriate equipment and facilities for the preparation and utilization of various resources.

A model school media program is being developed to serve 400 pupils, grades K-8, enrolled at Henry Hall School, Larkspur Elementary School District, Marin County, California. The program encourages a climate of inquiry and curiosity as a basis for increasing motivation toward learning.

Influence of Special-Purpose Grants Projects on Instructional Programs and Practices

The special-purpose grants projects in the 30 States funding such projects under ESEA Title II in fiscal year 1968 have served not only children and teachers but have provided the opportunity for professional and lay groups to observe superior programs. For example, in Virginia, more than 6,000 observers visited nine schools in the project to see the kind of support a good school media program supplies to teaching and learning. The reports from parents, teachers, school board members, and school administrators who have made these visits have been enthusiastic. They have been able to effect changes in their own local school media programs at least partly attributed to their visits.

A special report on the media program in eight public schools where special-purpose projects were funded indicated that the media program was contributing extensively to the educational programs of the schools. 4/

4/ U.S. Department of Health, Education, and Welfare, Office of Education. Emphasis on Excellence in School Media Programs. Descriptive Case Studies, Special-Purpose Schools Program, Title II Elementary and Secondary Education Act of 1965, School Library Resources, Textbooks, and Other Instructional Materials. May 1969. OE-20123

414-457 O - 71 - 6

Research papers on the effects of the special-purpose grants projects are currently in progress. A study recently completed in California, surveying the schools where projects were funded in fiscal year 1966, reported on the problems and progress of the program, and made recommendations for the future of the program based on the findings of the study.[5/]

A report on the evaluation of the special-purpose grant program in Ohio concludes:

> School districts having been awarded a special-purpose grant have emphasized in their evaluations that a grant was in many instances a cohesive force in the total education program and the community; that the needs of students and the teachers in other curricular areas were also being evaluated; that changes in instructional approaches had been or were being made; and that the effects of the grant were more far-reaching than had been anticipated. It is also to be concluded that personnel, facilities, and additional funds are necessary to implement and continue the most effective programs utilizing the special-purpose grants.

The special-purpose grants projects funded under ESEA Title II have contributed to the improvement of educational quality and opportunity in the following ways:

5/ Ward, Pearl Lewis. Federal Aid to School Libraries: A Study of the Title II, Phase II Program in California, 1965-66. Unpublished doctoral dissertation. Los Angeles: University of Southern California, 1969, 235p.

- Demonstrated the use of media in school programs of innovative curriculums and instructional techniques;
- Stimulated educational planning and improved educational management in elementary and secondary schools;
- Provided staff development opportunities for school personnel;
- Supported indepth instructional programs in specific subject fields;
- Promoted local interest and support for school media programs;
- Contributed to meeting the educational needs of educationally and economically disadvantaged children.

VI. BENEFITS UNDER ESEA TITLE II TO CHILDREN AND TEACHERS IN ELEMENTARY AND SECONDARY SCHOOLS OPERATED FOR INDIAN CHILDREN BY THE DEPARTMENT OF THE INTERIOR

In fiscal year 1968, the ESEA Title II program served 50,178 children and 2,093 teachers in 226 elementary and secondary schools operated for Indian children by the Bureau of Indian Affairs, Department of the Interior (Table 1). This is a small decline in number of schools enrolling the children served but a small increase over fiscal year 1967 in number of children participating in the program. The decline may be due to changes in school organization. Of the $141,807 allotted to it under Title II in fiscal year 1968, the Bureau of Indian Affairs spent $137,106 (Table 4). Almost the entire amount was used for acquisitions with only $4,701 for administration of the plan.

Of the $137,105 expended for acquisitions, $3,542 was spent for ordering, processing, cataloging, and delivering the 37,295 individual items of school library resources and other instructional materials (Table 8). This represents an expenditure of only about 10 cents per item, an average decrease of about 2 cents per item in fiscal year 1967. The Bureau of Indian Affairs undoubtedly continues to absorb the major costs of these services, using the ESEA Title II funds for materials.

Priority in the program continued to be given to school library resources, with second priority going to other instructional materials. Textbooks are excluded from the program because of the critical need

for materials in the other two categories. School library resources accounted for more than 94 percent of the $133,563 for instructional materials loans to children and teachers in the schools operated for Indian children by the Bureau of Indian Affairs.

Of the $125,635 spent for school library resources, $89,382 or almost 73 percent was used to make available 27,336 library books (Table 8). An average of 48,681 Indian children participated in the ESEA Title II program in fiscal years 1967 and 1968 with access to a total of 53,984 library books (about 1.2 library books per child) during that period.

Audiovisual materials account for about 27 percent of the total cost of school library resources (Table 18). The amount expended for such materials increased from $19,247 in fiscal year 1967 to $33,203 in 1968. This substantial increase indicates interest in providing Indian children and their teachers with a wide variety of materials for learning. No audiovisual materials which were not processed and cataloged were purchased in fiscal year 1968. In fiscal year 1967, $6,608 had been spent for such materials.

The number and total cost of separate audiovisual items made available under the ESEA Title II program in fiscal year 1967 and 1968 are shown in Table 19. There had been no motion pictures purchased in fiscal year 1967; however, in fiscal year 1968, 149 motion pictures were bought. This probably accounts for the increase in expenditures for materials although there was actually a decrease in number of

Table 18. Total Number and Cost of Books and Audiovisual Materials Loaned as School Library Resources and Other Instructional Materials under ESEA Title II Programs, to Children and Teachers in Schools Operated for Indian Children by the Department of the Interior, Fiscal Years 1967 and 1968

CATEGORY INSTRUCTIONAL MATERIALS	FISCAL YEAR 1967		FISCAL YEAR 1968	
	Number	Cost	Number	Cost
1	2	3	4	5
SCHOOL LIBRARY RESOURCES				
Books	26,049	$71,092	27,336	$89,382
Audiovisual Materials	4,719	19,257	5,475	33,203
Other Printed Material	-	-	1,142	3,050
OTHER INSTRUCTIONAL MATERIALS				
Books	9,302	8,795	756	2,694
Audiovisual	1,623	6,608	-	-
Other Printed Materials	-	-	2,586	5,234

Table 19. Number and Total Cost of Audiovisual Materials Loaned to Children and Teachers in Schools Operated for Indian Children by the Department of the Interior, under ESEA Title II Programs, Fiscal Years 1967 and 1968

ITEM	FISCAL YEAR 1967		FISCAL YEAR 1968	
	Number	Cost	Number	Cost
1	2	3	4	5
AUDIOVISUAL MATERIALS		$25,865		$33,203
Motion Pictures	0	-	149	-
Filmstrips	3,844	-	2,441	-
Recordings	1,367	-	1,526	-
Slides and Transparencies	853	-	618	-
Programed Materials	130	-	44	-
Maps, Charts, etc.	148	-	697	-

audiovisual items. Motion pictures are somewhat higher in cost than other audiovisual items.

Another outstanding increase in audiovisual items was for maps, charts, graphs, and globes, where the number purchased in fiscal year 1967 was more than quadrupled in fiscal year 1968.

The amount expended in the school library resources category for periodicals and other printed matter such as documents and pamphlets in fiscal year 1968 is $3,050, or slightly over one percent of the funds in this category.

For other instructional materials the Bureau of Indian Affairs spent $7,928, or about six percent of the amount for acquisitions. Books account for about one-third - $2,694; other printed materials - documents and pamphlets - account for the remaining $5,234. The greater proportion - 77 percent - of materials purchased for the use of Indian children and their teachers under the Title II program in fiscal year 1968 was selected for the use of elementary school children and teachers, at a cost of $103,053; $30,510 was spent for materials to be used by secondary school pupils and teachers in the Indian schools.

The Bureau of Indian Affairs reported the establishment in fiscal 1968 of 17 new elementary school libraries serving 3,493 Indian elementary school children. The fact that these libraries serve relatively small groups of children indicates the effort to establish centralized collections in schools with small enrollments.

No new secondary school libraries were established by the Bureau under ESEA Title II; however, libraries in 14 of the 15 secondary schools participating in the program were expanded. Existing collections in 93 elementary schools were also expanded during this period.

VII. THE STATES REPORT

In fiscal year 1968, the ESEA Title II coordinators, State school library supervisors, and other State department of education personnel were asked to respond to a number of questions concerning the ESEA Title II program. Their answers, besides providing information on additional needs for materials to support instructional programs, for staff to increase the accessibility and utilization of materials, and innovations or special ways by which instructional programs were strengthened through the program, also provide evidence of ESEA Title II program impact and its effect on children and teachers in public and private schools. Some samples:

Delaware

...Through special-purpose grants, schools without libraries were offered a basic collection of elementary books on condition that proper facilities and staffing would be provided locally. Four new elementary school libraries were established in this manner....

Based on quantitative standards for materials, books are needed in 75 percent of Delaware schools, recordings in 98.4 percent, filmstrips in 91.8 percent, and transparencies in 93.5 percent of schools. Putting it another way, 252,800 recordings are needed to meet national standards. At an average cost of $5 per recording, more than 3½ times the Title II allocation for Delaware would be needed for recordings alone.

Materials alone do not assure quality education.... 78 percent of schools in the State employ certified library personnel, but 50 percent of these schools have only part-time certified personnel. Between 19 and 20 percent of school districts in the State employ a library supervisor or coordinator.... Teachers were assisted individually and in groups in selecting kinds of materials needed to carry out instructional programs. Efforts were most successful in districts that were making a systematic effort at curriculum revision, assisted by all State supervisory personnel.

Indiana

Although the evaluation of Title II must be somewhat subjective, it is becoming more apparent that the program has had a tremendous impact, especially in establishing libraries.... Of the 3,000 public and private elementary and secondary schools in the State, it is estimated the number of schools without libraries at the end of the 1969 school year will be reduced to 350. Additional services for children and teachers, such as system materials centers and processing centers, are being considered or established.... There is a definite shortage of library and audiovisual personnel and the shortage of qualified library supervisors is becoming very obvious.... Since over 1,200 schools had no libraries at the beginning of the 1965-6 school year, and since so few are close to meeting Indiana Basic Guidelines, Indiana still has a great need at all levels in all subject fields of each type of material available under Title II.

Iowa

A real impact of the ESEA Title II program in Iowa has been felt during fiscal year 1968.... Since there has been a great inadequacy in school library resources throughout the State, the importance of Title II in helping to fulfill this need is being realized.... Teachers, parents, and private school personnel are particularly pleased with the program as the children in all elementary and secondary schools are being given the opportunity to utilize the materials available under the ESEA Title II program.... In Iowa there continues to be a greater need for school library resources at the elementary level.... Trained librarians and audiovisual specialists at the local level would also strengthen the ESEA Title II program in Iowa.... Staff development programs for teachers are being acquired at the local level so that materials may be more effectively utilized and the value of them fully realized.

Louisiana

ESEA Title II has made it possible to increase the number of library books per child. Many schools now have centralized libraries either as a direct or indirect result of Title II.... Teaching has been greatly enhanced as a result of the many materials made available through Title II. As a result of this program, students now have a greater variety of books and audiovisual materials from which to choose. Teachers also have a greater variety of materials to use as reference sources. Many students are now able to take materials home, where before Title II, this was an impossibility.... Materials still lacking for quality instruction at both the elementary and secondary levels are all types of printed and audiovisual materials in language arts,

social studies, mathematics, and science. Professional materials for teachers are also lacking.... To increase the availability and utilization of materials, additional State education agency personnel, including library supervisors, consultants, and clerical and technical assistants, are needed. Centralized libraries are needed in 11 percent of the schools in Louisiana. The number of schools without centralized libraries has been decreasing each year since the advent of ESEA Titles I and II....

Maryland

Title II has had a definite impact in increasing the utilization of materials, but the impact varies according to the amount of materials received by a school.... Children enrolled in schools which received special-purpose grants or grants for establishing new libraries have been greatly affected and the use of all materials in the school has increased considerably. The most obvious impact continues to be the utilization of audiovisual materials.... The wide variety of materials....has enabled schools to try new techniques and new approaches to learning problems. A real contribution has been made to the trend away from the teacher dominated, lecture-oriented approach.... The addition of materials for a wide range of levels of ability has enabled schools to provide many more instances of individualized instruction.... Curriculum centers and professional libraries... made possible better staff development programs and upgrading of professional competencies both in knowledge of subject areas and in techniques of instruction.

Michigan

Each year of Title II has seen progress in the development of media programs, but few Michigan schools meet standards either in number of available materials or in local expenditures for materials.... Many schools which were formerly book oriented have begun to add audiovisual materials and develop unified media programs.... Inner-city school programs serving high concentrations of disadvantaged students were strengthened by additional allocations of materials under Title II.... The resources from Title II drew attention to materials and required teachers to aid in the selection of materials. The survey of existing materials brought attention to some little-used materials.... School personnel have begun to think seriously about the effective use of materials. Teachers have made better use of resources already in the school as well as those new ones provided under Title II.

Montana

Since ESEA Title II is providing 50 percent more resources for the use of children and teachers, the impact is becoming evident. Elementary schools are reporting a greater use of books in their reading programs. Since many schools do not have balanced collections, supervisors are urging librarians to use Title II funds to develop collections that will meet the needs of the curriculum.... The importance of Title II cannot be overestimated. The program has wide participation with few problems. Increasingly, school administrators are becoming aware of the meaning of quality resources. Reports have been received from smaller schools that

children are looking forward to the shipment of materials loaned under Title II.... The greatest need is the acquisition of basic library collections. Many elementary school libraries are not centralized. All schools are becoming aware of libraries as media centers.... In secondary schools, there is need for reference materials and nonfiction.... The availability and utilization of school library resources would increase if elementary schools had the personnel to develop central libraries. Supervisory services are needed to assist schools in the selection of quality materials and to guide them in development of libraries....

Nebraska

With the financial aid offered by ESEA Title II has come increased emphasis on the library as the core of the school.... Since the first year of participation in Title II, local school budgets for library facilities have increased noticeably. In the first year of operation, the combined total of Title II and the increased local funds extended the purchases for library materials 86 percent over the previous year.... Since the first two exemplary programs were established, over 3,000 visitors from 48 States have observed enthusiastic elementary school students in unified media programs.... Many educators in Nebraska feel that the single greatest value of Title II in the State is the impact which the special-purpose grant programs have had. These programs have shown what should be available to all children in the State....

Nevada

Title II funds have encouraged school districts to embark upon new avenues in search of educational variation and improved instruction through a multimedia approach.... Newer, more effective books and materials have been made available in greater quantities than ever before. This, coupled with increased emphasis on individually tailored programs--the discovery method, the concept approach--has created improved, more readily available instructional opportunities for children.... The concept of the library as a media and learning center has grown in popularity.... Reports establishing relative need in the school districts indicated that quality instructional materials are still in short supply in social studies, language arts, science, and mathematics. The types that are particularly needed are filmstrips, both tape and disc recordings, transparencies, and films or film loops....

New Hampshire

Based on school visitations and conferences held with school librarians and administrators, it is our belief that the Title II program has contributed significantly to the improvement of educational opportunities for children and teachers in New Hampshire schools. We still have a large number of small elementary schools that do not have central libraries. However, the flow of materials made available through the Title II program has made it possible for these schools to expand existing collections.... Insofar as we are able to measure, we believe the reaction to the Title II program of parents, teachers, school librarians, school administrators, and

414-457 O - 71 - 7

the general public has been favorable. Some frustration has been experienced in delays involved in obtaining materials. Improvement is also needed in coordinating private and public school interests in the selection of materials under the provisions of Title II.... It is our belief that school library resources for use in elementary school libraries represent the greatest need at the present time.... The problem of providing qualified librarians in our elementary and secondary schools continues to plague us.... There were 91 full-time librarians reported in our schools in 1967-8, in contrast to 41 reported for the previous year.... The degree to which Title II materials have increased the utilization of available materials varies greatly from one school to another. Distribution patterns vary from one union to another, partly because of varying distances and travel facilities. However, without the impact of Title II materials, many of our schools would doubtless be still relying on textbooks and encyclopedias, unaware of the myriad materials available for providing a total learning environment.

New York

At the end of third year of Title II, the impact of the increased utilization of school library resources on the instructional program is testified to by schools in all areas of the State. The tremendous improvement in the availability of materials in terms of quantity, quality, and scope has resulted in the adoption of new teaching methodologies which emphasize individualized instruction and independent study and inquiry.... The greater availability of school library resources provided by Title II has accelerated the acceptance of the instructional materials concept and prompted establishment

of multimedia school libraries.... Reports submitted from the field reveal not only a general increase in local financial support of the school library program, but also a proportionally greater increase for nonbook materials.... The use of 20 percent of the State allocation for special-purpose grants has met critical needs by establishing outstanding library materials centers, regional material centers, and collections of materials to support curriculum and program needs. Reserving five percent of this amount to establish elementary school libraries in buildings without this service has resulted in the establishment of 23 new elementary school libraries. The percentage of elementary schools without central libraries has dropped from 40 to 25.

The Bureau of School Libraries in cooperation with the Division of the Humanities and Performing Arts sponsored a conference for school administrators and school board members on the current trends in education for the performing arts. Other inservice programs included workshops on the utilization of maps and globes, school-public library relations, and 11 one-day regional conferences providing guidance to school district personnel on Title II policies and the preparation of grant applications.

Oklahoma

One of the greatest changes that has resulted in the acquisition of materials under ESEA Title II has been the centralization of elementary school libraries.... Title II has had a tremendous impact on the improvement of the instructional program and the education of boys and girls in Oklahoma. The influence of Title II is much greater than the increased amounts of materials.... There is evidence of a new awareness of the importance of the

place of a well-equipped media center in the total instructional program.... New books, filmstrips, transparencies, and other instructional aids are in evidence and in use.... Many of the smaller schools where help is limited and where there is no professional library personnel are far short of minimum standards in library materials. This is more evident in the elementary schools than the high schools but unsatisfactory conditions exist at both levels. Very few schools have an adequate quantity of teaching aids.... One of the greatest needs in Oklahoma is for more trained media personnel out in the schools - people who know what materials are available, know what to purchase, and who can show classroom teachers how to use such materials in their classrooms....

South Carolina

Title II has served to increase the utilization of school-library resources by both teachers and children. It has made available materials to meet the varying needs and interests of children. The teachers have become more aware of the value of materials other than textbooks in their teaching; pupils have found material they can use and need from the standpoint of both curriculum and reaction.... One-third of the elementary schools still fail to meet minimum State standards for library books. The large majority of the secondary schools report that they reach the minimum standard, but the average secondary school library is sadly in need of purging old and obsolete books, and replacing them with modern books. Both elementary and secondary schools are seriously deficient in audiovisual and other teaching materials.

Tennessee

Local school media specialists, curriculum and subject specialists, and other personnel in local schools assisted in the administration of the Title II program through involvement in evaluating existing materials collections, selection of needed materials, and assisting individual teachers in the selection and utilization of appropriate materials.... Advisory groups were utilized on the local level in selection and evaluation activities.... Title II has helped to supplement and generally increase the variety of instructional materials made available for the use of children in both public and private schools.... The provision of materials has contributed to the improvement of instruction by making possible the expansion of the school curriculum, allowing different approaches to instruction such as individualizing instruction and allowing students to pursue independent learning, by creating an awareness on the part of teachers of different methods and materials of instruction, and by introduction of organized selection, housing, and utilization of learning materials.

Utah

Federal funds under ESEA Title II were used to supplement and increase the level of State, local, and private financial effort to provide materials.... The annual report provided statistics from each school district. The increase could be noticed for each school year.... Through the encouragement of Title II, special-purpose grants helped develop an individualized program for students in grades four, five, and six of ten elementary schools. The project,

known as Utah Instructional Systems Project (UISP), will demonstrate changes in staffing patterns, using professional and paraprofessional personnel, and in individualizing the curriculum.... Fourteen State-sponsored regional staff development programs were held for the purpose of discussing details of the ESEA Title II program and its relation to other Federal programs.... Title II materials contribute to improvement of instruction by supplementing subject areas of the curriculum.... Increasing the instructional resources in elementary and secondary subject fields has made it possible to have many materials available in classrooms. Teachers are able to operate more effectively when they have sufficient teaching material. Students are given more opportunities to work independently or in groups when sufficient material is available....

Vermont

The impact of the Title II program on the improvement of educational opportunity for the children and teachers in public and private elementary and secondary schools continues to be strongly felt throughout the State. The purpose and availability of these funds, coupled with the cut-off date for secondary schools to meet State minimum standards, have done much toward greatly improving library services in the high schools.... All types, grade levels, and subject fields of materials in the categories need strengthening to improve the quality of instruction.... While there is still much room for improvement toward meeting standards, the State has made real progress. More libraries are nearing the goal of five to ten books per pupil, and most

schools are adding new media to their collections.... The impact of Title II continues to be felt in increasing strength. More people are talking about "instructional materials centers" in elementary schools as well as secondary schools. More pupils are being exposed to wider use of added materials. Generally speaking, Title II has done more for school libraries in Vermont in two years than anything else in ten years....

Trust Territory of the Pacific Islands

In most districts, the most significant impact of the Title II program has been the utilization of audiovisual materials. The instructional programs of many schools has been greatly enhanced by use of these materials. Teachers, especially at the secondary level, are gaining a greater awareness of the impact and potential of Title II as more of them are asked to evaluate specific materials.... Probably the most enthusiastic support for Title II came from subject specialists who were helped to find ways to explore use of a variety of materials to locate those that have the greatest value and potential for this area.... Except for materials used in the teaching of English as a second language, all types, levels, and subjects in the elementary schools are still lacking for quality materials.... The situation in elementary schools is difficult to describe but it is a certainty that with each year, more school children, especially in the remote areas, are being introduced to reading.... Our secondary schools, where language problems are less complex, are able to employ a well-rounded program with utilization of a variety of instructional materials to a much better advantage....

Virgin Islands

Because of the close working relationship between all educators in the Virgin Islands, intensified by acute needs in all areas of instruction, there has been no lack of utilization of materials purchased under Title II.... Emphasis has been placed on the acquisition of school library resources, expansion of secondary school libraries, and a program to develop elementary school libraries.... Data from private schools indicate that Title II has acted as a stimulant for the development and expansion of library programs.... By providing materials other than formal textbooks, it is now possible for school programs to provide for more individualized instruction and learning. This is extremely important in view of the tremendous variance of backgrounds between many of the teachers and students in the Virgin Islands.